

OFFICE OF THE LIEUTENANT GOVERNOR

SHEILA SIMON – LIEUTENANT GOVERNOR



Classrooms First Commission

Stage II Report

DRAFT Recommendations

April 17, 2012

Introduction: Background and Overview

Illinois' fiscal challenges have squeezed all areas of state government, including education. Since Fiscal Year 2008, General Revenue Funding (GRF) for the Illinois State Board of Education has decreased by nearly 10 percent, dropping the state's share of PreK-12 education funding to 34 percent. In addition, the state has adopted new, more rigorous learning standards. With less state funding and higher academic expectations, it is imperative that the state ensure every school district has the tools necessary to streamline operations and direct resources to the classroom.

PA 97-0503 established the School District Realignment and Consolidation Commission, chaired by Lieutenant Governor Sheila Simon. Focusing on both student learning and operational efficiency, Lt. Governor Simon dubbed the group the "Classrooms First Commission," and early on, commissioners adopted *two key goals*: improving educational opportunity and improving efficient use of educational resources. The commission includes broad representation, with educators, parents, and policymakers from rural, suburban and urban areas.

Because Illinois is perceived to have too many school districts (over 860 school districts – one of the highest totals among the states), the commission's early work focused on realignment and consolidation. School district consolidations have occurred steadily over the past century and since 1985, the number of districts has decreased by over 150. At the time of this report, at least 40 districts are in the process of or are considering reorganization.

Some reorganizations can benefit students and/or improve districts' financial stability. For example, some districts currently considering realignment are doing so primarily in order to improve high school learning opportunities. This is a common issue in areas experiencing declining student enrollments. For other districts, looming financial insolvency has spurred realignment efforts.

Because of the large number of districts and their disparities in structure, size, and resources, mandatory consolidation has been proposed several times in Illinois in recent decades. However, research shows that this approach is not likely to produce the large cost savings anticipated by proponents. Up-front costs are prohibitive in any mass consolidation scenario, including costs to merge faculty and staff, unify curriculum, modify facilities and schedules, reconfigure transportation, standardize textbooks and teaching materials, and consolidate back office operations. To offset these costs, the state has established "incentive" payments made in the first four years of district realignment.

Current incentives include salary and General State Aid (GSA) equalization payments as well as a deficit fund balance differential and a per-teacher payment to cover additional costs. Because of the state's heavy reliance on property taxes to fund education, neighboring districts with differing property values may adopt salary schedules that vary widely. A study conducted for the commission by the Illinois State Board of Education (ISBE) concluded that, using the state's current mandated incentives, requiring only the state's "dual districts" to consolidate (merging high school and elementary feeder districts into unit districts) would cost well over \$3 billion, based largely on salary equalization across merging districts. A later ISBE study, again using current mandated incentives, calculated that costs to the state to merge elementary districts feeding into the same high school district (leaving the high school districts separate) would be at least \$2.1 billion. If the state mandated such consolidations but did not pay the incentives, it is unclear how consolidation costs would be covered.

The Classrooms First Commission has identified where certain barriers to realignment could be removed, allowing those districts where consolidation makes sense to more easily realign voluntarily. Based on its

research, the commission also focused largely *on two other key strategies*: promoting the concept of “virtual consolidation” through shared services (both educational and operational) and providing individual districts with tools to increase both their efficiency and educational opportunities.

These draft recommendations are the culmination of months of work by commission members, additional expert and stakeholder participants, and staff. They incorporate input the commission received from public hearings held across the state, from research and data analysis provided at commission meetings, and from hundreds of comments submitted to an online survey. Working groups developed the draft recommendations focusing on realignment, educational shared services, operational shared services, and in-district efficiency.

These are considered DRAFT recommendations intended for public comment and further refinement, and do not represent the final recommendations of the commission. Cost and/or savings analyses are not fully calculated for all draft recommendations. *The commission welcomes suggestions for fund sources and other implementation supports.*

The public is encouraged to participate in this review process by attending one of four public hearings to be held in April 2012 or, for those unable to attend a hearing, by submitting comments online via the Lieutenant Governor’s website.

Public Hearing and Website Information

Any persons wanting to give public comment will need to sign-in and are encouraged to bring written testimony. The public comment period will be limited to 90 minutes, with 5 minutes maximum given to each speaker. Speakers will be given time on a first-come, first-served basis.

April 19, 2012 4:30 p.m. - 6:30 p.m.

Parkland College
Room D244
2400 W. Bradley Ave.
Champaign, IL 61821

*Doors open at 4 p.m. Public parking will be in Lot D.

April 26, 2012 4:30 p.m. - 6:30 p.m.

Prairie State College
Conference Center Auditorium
202 S. Halsted Street
Chicago Heights, IL 60411

*Doors open at 4 p.m. Public parking will be in Lot C and D.

April 20, 2012 4:30 p.m. - 6:30 p.m.

Southern Illinois University
Student Health Center Auditorium
374 East Grand Ave.
Carbondale, IL 62901

*Doors open at 4 p.m. Public parking will be in Lot 94, directly behind the building, and Lot 45, directly across the street.

April 30, 2012 4:30 p.m. - 6:30 p.m.

Rock Valley College
Woodward Technology Center, Room 117-121
3301 North Mulford Road
Rockford, IL 61114

*Doors open at 4 p.m. Public parking will be in Lot 2, 3 and 4.

Public Input via Lieutenant Governor’s Website: www.ltgov.illinois.gov

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About the Commission

Members

Statewide Elected Officials

Lt. Governor Sheila Simon, Chair

Sen. David Luechtefeld, Illinois Senate Republicans

Sen. Linda Holmes, Illinois Senate Democrats

Rep. Linda Chapa LaVia, Illinois House Democrats

Rep. Roger Eddy (resigned 3/22/12), Rep. Chad Hays (assigned 3/26/12) , Illinois House Republicans

Stakeholder Groups

Linda Riley Mitchell, Chief Financial Officer, Illinois State Board of Education

Jerry Harrison, Illinois Education Association

Daniel Montgomery, President, Illinois Federation of Teachers

Dr. Michael Johnson, Executive Director Emeritus, Illinois Association of School Boards

Jason Leahy, Executive Director, Illinois Principals Association

Ava Harston, Assistant Director, Chicago Teacher's Union

Dr. Michael Jacoby, Executive Director, Illinois Association of School Business Officials

Dr. Brent Clark, Executive Director, Illinois Association of School Administrators

Patrick Rocks, General Counsel, Chicago Board of Education

Jimmy Gunnell, President, Illinois Alliance of Administrators of Special Education

Jonathan Goldman, Director, Parent PAC

Dr. Paul Swanstrom, High School District Organization of Illinois

Tom Scates, representative from rural school district

Vickie Nissen, representative from suburban school district

Regional Superintendent Larry Pfeiffer, Illinois Association of Regional Superintendents of Schools

Staff—Office of the Lieutenant Governor

Dr. Lynne Haeffele, Senior Director for Education Policy

Crystal Olsen, Policy Analyst

Justin Stofferahn, Policy Analyst

Authorizing Legislation: Public Act 97-0503 (see full text in Appendix A)

The purpose of the Commission is to make recommendations to the Governor and General Assembly on the number of school districts in this State, the optimal amount of enrollment for a school district, and where consolidation and realignment would be beneficial. The Commission's recommendations must focus on all of the following areas:

- (1) Reducing the money spent on duplication of efforts.
- (2) Improving the education of students by having fewer obstacles between qualified teachers and their students.
- (3) Lowering the property tax burden.
- (4) Providing recommendations as to what the net cost savings of realignment is to this State.
- (5) Providing input to school districts on reorganization.

Commission Process

The commission's work is being completed in three stages, with final recommendations submitted to the Governor and General Assembly by July 1, 2012.

During Stage I, beginning in September 2011, the commission reviewed current research, analyzed Illinois data, and held public hearings across the state, which drew more than 400 attendees. The commission collected testimony from nearly 80 individuals and gathered additional ideas from 470 online survey submissions. The research reviewed and public input received guided the commission's deliberations during Stage II and the development of these draft recommendations.

The commission began Stage II of its work in January 2012, forming working groups focused on the following issues: realignment, educational and operational shared services, and in-district efficiency. The work groups met throughout January, February and March and included both commission members and additional experts and stakeholders.

Stage III begins on April 17th, 2012, when the commission releases these draft recommendations and the public will have the opportunity to comment through a second round of public hearings in Champaign, Carbondale, Chicago Heights, and Rockford, or by submitting comments online via the Lieutenant Governor's website. After collecting public input on the draft recommendations, the commission will present its final report and recommendations to the Governor and General Assembly.

Commission Goals

At the September 29, 2011 meeting, members stated their goals for the commission's work. The following goals were adopted by unanimous vote:

Goal 1: Improve educational opportunities for public school students.

- Improve educational programs, eliminate those that are ineffective or outdated, and encourage innovation; also consider extra-curricular activities and enrichment programs
- Assure opportunities for teacher learning and support
- Assure that efficiencies benefit students
- Consider equity of opportunities; recommend ways for districts to ensure adequate service levels regardless of district/school size or location
- Identify and share best practices among districts for high-quality educational delivery (including non-traditional methods such as distance learning and partnerships)

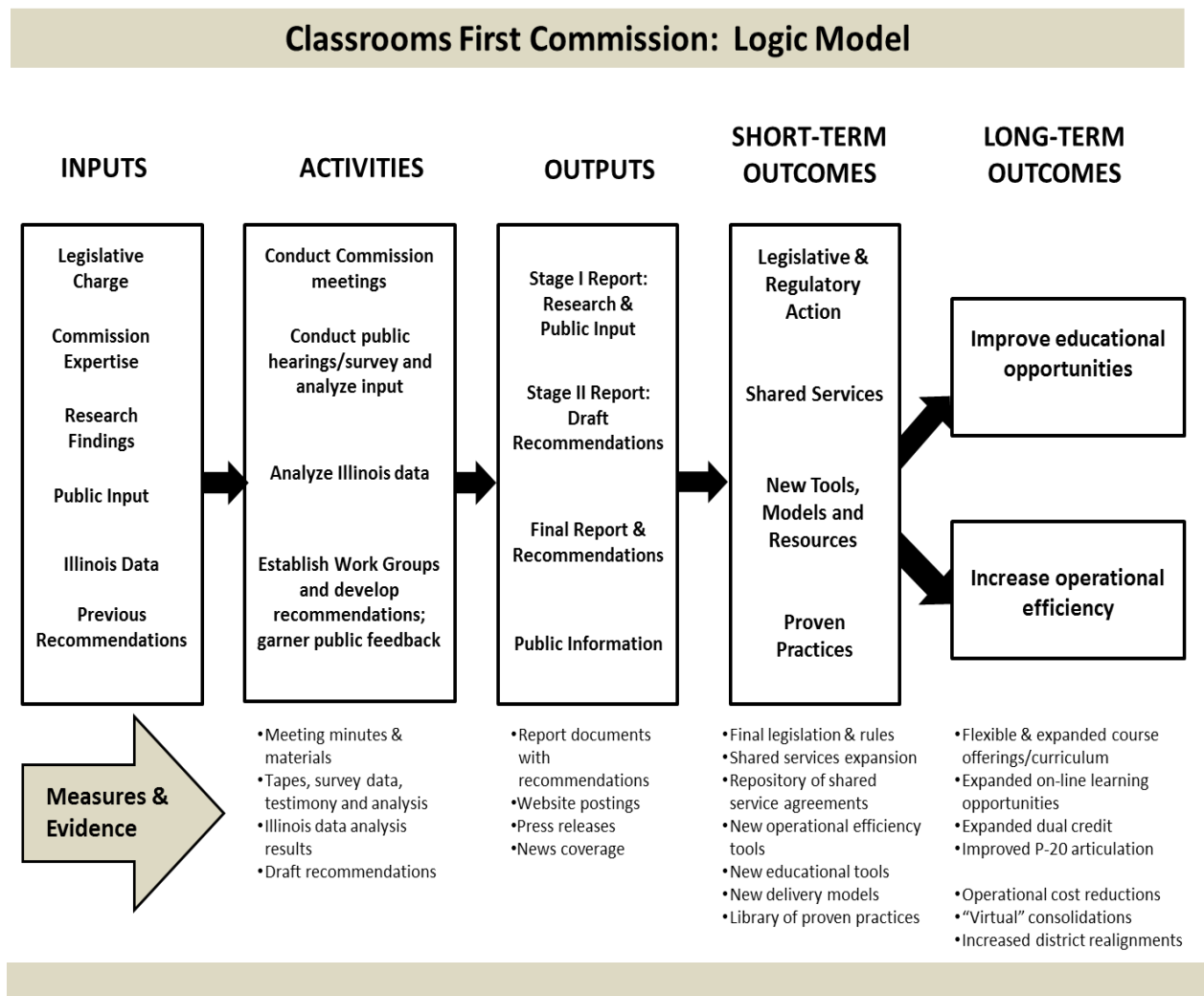
Goal 2: Improve efficient use of educational resources.

- Include all districts in efficiency recommendations
- Identify ways to reduce costs
- Study streamlining opportunities, intergovernmental agreements, strategic procurement, dual districts, and previous realignments (both within and among districts)
- Improve service delivery efficiencies, including instructional, financial, operational, and administrative services
- Create "stop doing" lists
- Define parameters for realignment/reorganization
- Consider within-district school consolidation
- Recommend district criteria where cooperative financial, operational, and administrative services should be considered, and identify best practices in these areas

Process Guidelines

- Meet the legislative mandate and intent of P.A. 97-0503
- As a commission, be ready to learn
- Take a deep look at relevant research and develop an understanding of variables that affect both efficiency and quality
- Respect local control and decision-making authority, and place a priority on local input; listen to all ideas
- Consider impact, especially unintended consequences
- Provide multiple avenues for public input, including comments on draft recommendations
- Assure that recommendations are practical and can be implemented as intended
- Coordinate with related recommendations, such as those from the Streamlining Delivery Systems Task Force, the Mandates Task Force, and the Regional Office of Education Streamlining Commission

The logic model below shows the commission process and intended outcomes, along with evidence that, when the commission has completed its work, will demonstrate not only that the process took place, but also that it made a difference in terms of improving educational opportunities and delivery in Illinois. The emphasis on outcomes is consistent with the state's Budgeting for Results initiatives.



Draft Recommendation Overview

As stated previously, the two overarching goals of the commission are (1) to improve educational opportunities for public school students and (2) to improve efficient use of educational resources. Given these goals, one of the biggest questions put to the commission was what to recommend regarding the state's relatively high number of independently governed school districts. Should they be forced to consolidate? Are there barriers that could be removed to help districts consolidate on their own? And, are there other options to promote educational opportunity and operational efficiency? As the commission found, reorganization is not the only way to attain educational and operational efficiencies in public education. In fact, shared services help to streamline education delivery and can create effective "virtual consolidations" among districts. And, with the availability of new tools and resources, it is possible that many districts can become more efficient and effective on their own.

Since the last widespread attempt to attempt to consolidate districts in 1985, the number of school districts in the state has declined by over 150 through various types of realignment. Twelve county-wide districts have formed in Brown, Edwards, Gallatin, Hamilton, Hardin, Henderson, Jasper, Jersey, Mercer, Pope, Putnam, and Schuyler counties.

The state provides several methods for school districts to realign, including new district formation, annexation, deactivation, and cooperative high schools. The state supports these realignment efforts through several financial incentives that offset actual consolidation costs:

- **Deficit Fund Balance:** Compares the reorganizing districts' fund balances for the four operational funds. If there are deficit fund balances, this incentive will pay the difference between the lowest deficit and the other deficits. Paid 1st year.
- **General State Aid Differential:** Compares the General State Aid payment received by a newly formed district to the total amount of General State Aid the merging districts would have received filing separately. Paid each year for 4 years.
- **Salary Differential:** Compares teachers' salaries in their previous district with a comparable category on the highest salary schedule of all districts forming the new district. Paid each year for 4 years.
- **\$4,000 per Certified Staff:** Provides \$4,000 based on the new district's headcount of full-time certified staff. Paid 1, 2, or 3 years, based on new district's Average Daily Attendance (ADA) and Equalized Assessed Value (EAV) per pupil.

The concept of mandatory dual district consolidation (high school districts with their feeder elementary districts) was raised at the public hearings and in survey submissions. In response, the commission requested that ISBE do a financial analysis of a potential dual district consolidation scenario and present the findings at the December 2011 commission meeting. According to ISBE, Illinois currently has 100 high school districts and 377 elementary districts. A mandatory consolidation would bring the total number of districts to 490, affecting both high- and low-performing districts. ISBE estimated that consolidating all dual districts would cost the state over \$3.7 billion in incentive payments. In February, they also calculated that it would cost the state over \$2.1 billion to merge elementary districts feeding into the same high school district. If the state failed to make those payments, that cost would be transferred to districts, with the possibility that the burden could cause financial instability or insolvency. The high up-front costs make widespread mandated consolidation infeasible at this time.

The commission also determined that not all districts would benefit from realignment. Many factors determine whether a district will benefit, which is why ISBE provides districts with funds to conduct feasibility studies. Some mergers offer potential educational benefits, which could include better curriculum alignment between K-8 and high schools and more comprehensive course offerings, but would not necessarily save money. Some districts could also reap financial benefits that might include administrative staff reductions, facility efficiencies, and other efficiencies including pupil transportation, food service, maintenance, and office services. But for others, forming larger districts would mean higher overhead costs and little educational benefit for students. Some already cash-strapped districts could receive less financial support from the state or have children ride the bus for hours to get to school. Merging two or more financially troubled districts would not necessarily create a financially stable district. ***Based on the data analysis, the overwhelming consensus of the commission is that realignment should be considered on a case-by-case basis.***

The commission has identified several ways that barriers to realignment could be reduced. It is the hope of the commission that, if enacted, these recommendations could spur more voluntary reorganization.

The draft recommendations also include ways to greatly expand opportunities for operational and educational shared services, which streamline education delivery and can create “virtual consolidations” among districts where actual reorganization is not feasible. ***It is likely that through shared services, districts have the most potential to benefit financially and students are most likely to benefit educationally.*** The commission has also identified ways to optimize in-district efficiencies to help save districts money and increase financial viability.

This report provides brief summaries of each recommendation, with more detail and supporting documentation in Appendix B.

Note: these are DRAFT recommendations intended for public comment and further refinement, and do not represent the final recommendations of the commission.

Classrooms First Commission

Draft Recommendation Summaries

Reorganization
Educational Shared Services
Operational Shared Services
In-District Efficiency

**These summaries describe each draft recommendation in the four categories listed above.
Full text documentation for each draft recommendation is provided in Appendix B.**

Working Group Contributors

Realignment

Commission Members:

Linda Riley Mitchell, Illinois State Board of Education
Rep. Roger Eddy, Illinois House Republicans
Jerry Harrison, Illinois Education Association
Tom Scates, Representative of Rural School District

Other Contributors:

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Richard Towers, Superintendent, Christopher USD 99
Steve Webb, President, Illinois Association of Rural and Small Schools
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Michelle Heninger, Illinois State Board of Education
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Educational Shared Services

Commission Members:

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Operational Shared Services

Commission Members:

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Jonathan Goldman, ParentPAC

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Brian Minsker, Illinois PTA
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In-District Efficiency

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State Senator David Luechtefeld
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Patrick Rocks, CPS

Other Contributors:

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Dr. Andrew Wise, Olympia CUSD 16
Cynthia Flowers, Illinois PTA

Summary: Reorganization Draft Recommendations

Reducing Barriers to Reorganization

R1. Allow non-contiguous but compact school districts to reorganize if contiguous school districts reject reorganization.

Revise language to allow school districts to reorganize with non-contiguous but compact school districts. If districts' contiguous districts have documented in their board minutes and in a letter to the inquiring district that they are not interested in reorganization, districts would be allowed to approach compact, non-contiguous districts for reorganization. [A statutory definition for "compact" would need to be developed.]

R2. Revise language for dissolutions of districts under 5,000 population or 750 student enrollment.

Expand the Regional Board of School Trustees' dissolution authority by allowing local districts with under 750 enrollment to seek dissolution with or without a referendum; currently this is an option for districts serving communities with fewer than 5,000 people.

R3. Hold Harmless of Dual to Unit Conversions for Grants and Entitlements

Ease the burden for dual to unit conversion reorganizations that may receive fewer grants and entitlement funds after reorganizing. Establish a hold harmless provision to maintain payments to school districts reorganizing from dual districts to unit districts for grants and entitlements for the first four years after reorganization.

R4. Tax Inequity "Step-Down" for Dual to Unit Conversions

Ease the revenue impact for dual to unit conversion reorganizations that may need to tax at a lower rate after reorganization. Currently, dual districts can levy a higher combined tax rate than a unit district in the same geographic region. The prospect of operating at a lower tax rate as a unit district may serve as a disincentive to districts that are considering unit district formation. Dual districts that incurred a combined elementary and high school education purpose tax rate greater than 4% and reorganize into a unit district would have five years to "step down" their total tax rate. The step-down would be \$.60 each year until the educational purpose tax rate reached the regular unit district rate of 4% or less.

R5. Reorganization School Construction Program

Pilot a new capital project list that targets school construction money for districts willing to consolidate and that are in need of new buildings, additions, and/or building renovations. The new program would be available for new districts formed in accordance with Article 11E of the School Code, a district that annexes all the territory of another district in accordance with Article 7 of the School Code, or a cooperative high school formed in accordance with Section 10-22.22c of the School Code.

R6. Delaying Effective Date of Reorganization

Allow reorganizations that require a new facility to hold a referendum vote to reorganize, but delay the effective date of the reorganization until construction funding is available. [Legislation would be largely based on HB 4043, special legislation for the Christopher/Zeigler-Royalton reorganization, making the option available for other districts.]

Identifying Districts that May Benefit from Reorganization

R7. Require Feasibility and Efficiency Studies for Districts in Counties with Small and Declining School-Age Populations

Require counties with small and declining school-age populations—as identified through DCEO/U.S. Census county population projections through 2030—to complete reorganization feasibility and district efficiency studies. Districts with high performance and financial stability may opt out, but could choose to participate in order to examine efficiency and collaboration opportunities. The result could be partial or full county consolidations and/or establishment of shared services that would increase educational opportunities and operational efficiencies. [Costs of studies to be calculated. Would currently affect 16 counties with current school-age populations under 5,000 students.]

R8. Develop a School District Efficiency Profile

Develop an efficiency profile calculation to use as the starting point to review districts for efficiency considering performance, finance, district demographics, and district size. In addition, the profile would assist districts in identifying school district mentors of similar district type while also identifying those districts that could potentially become candidates for realignment and/or shared services. [Profile would need to be developed. Specific uses would need to be further defined.]

Revising Reorganization Incentives

(These draft recommendations are presented under two mutually exclusive scenarios.)

R9. Revise Overall Incentive Payment Structure (Scenario 1)

Change current incentive calculations to eliminate payments based on individual General State Aid Claims, Annual Financial Reports, teacher salary differentials, and teacher counts. Develop new reorganization incentive formulas based on more stable factors such as enrollment, geographic size, number of districts involved, school district/student demographics, transportation, textbooks, and other implementation costs. [Formula would need to be developed.]

R10. Modify the current incentive structure to supplement or replace current incentives (Scenario 2)

- **Three Year Average General State Aid (GSA) Difference Incentive**
Revise the current General State Aid Difference Incentive language to allow payment based upon the greater of: (1) the current year GSA difference incentive calculation *or* (2) the three-year average GSA incentive calculation difference. The GSA incentive would continue to be paid each year for four years. [Cost would need to be calculated.]
- **Initial Implementation Costs Incentive**
Calculations for the implementation incentive would be a formula based on inputs such as number of districts in the reorganization and wealth of the district, using Equalized Assessed Valuation (EAV) per Pupil and Low Income Rate. This funding could be used for, but not limited to, realignment costs such as textbooks, legal fees, supplies, assessments, class scheduling costs, etc. [Costs would need to be calculated.]
- **Dual District Consolidation Incentive**
Create enhancement to encourage elementary district consolidation and/ or dual district to unit district consolidation. The enhancement would consist of an additional incentive only available to

elementary district consolidations and/or dual district consolidating into unit districts. [Costs would need to be calculated.]

- **Transportation Incentive Calculation**

Incentive for an additional supplement to transportation costs where need is demonstrated after a school district has been reorganized. Calculations for the transportation incentive would be a formula based on inputs such as number of districts in the reorganization, number of students transported, and geographic area of the reorganized district. The transportation incentive would assist with bus route scheduling and increased expenditures such as fuel, supplies, etc. [Costs would need to be calculated.]

- **Poverty and Low Performing School District Incentive**

Incentive for realigning high-poverty and low-performing school districts, which have more challenges in finding realignment partners. Calculations for a poverty and low-performing incentive would be a formula comparing the realigned district's EAV with the average EAV of all districts of the same type (elementary, high school, unit). The new incentive would be paid each year for four years. The student performance of the low-performing school district would be tracked as a separate sub-group for the first five years of the reorganization; in effect, an academic "hold-harmless" provision. [Costs would need to be calculated.]

Summary: Educational Shared Services Draft Recommendations

ESS1. Flexible P-12 Learning Options

Create/allow flexible, customized pathways to standards attainment for all students as alternatives to seat time and Carnegie Units, allowing students to follow more individualized learning plans and proceed more effectively and smoothly through the learning process. Establish models for innovative elementary, middle, and high school delivery designs. Develop new types of student transcripts documenting standards attainment, and mechanisms to transfer these new P-12 student credentials to post-secondary education, training, and employment. Coordinate this effort with Response to Intervention (RtI), gifted education programs, and other customized academic supports.

ESS2. P-20 Curriculum Alignment

Develop a statewide system of P-20 education partnerships to increase college and career readiness and reduce the need for postsecondary remediation. Partnerships will include school districts, community colleges, and 4-year institutions, and would expand dual credit, create senior capstone projects, coordinate curriculum, share teaching, create early intervention strategies for at-risk students, and facilitate seamless transfer of high school graduates into higher education and careers.

ESS3. P-20 Learning Pathways

Support the implementation and scale-up of the *Illinois Pathways Initiative* to support college and career readiness for all students through public/private and educational/business partnerships. Create new opportunities for students to accelerate learning and explore career options. Include P-12 school districts, community colleges, 4-year/advanced degree/research institutions, business, and industry. Foster Science, Technology, Engineering, and Mathematics (STEM) Programs of Study and STEM Learning Exchanges to coordinate planning and investment, aggregate resources, develop “stackable” credentials, and create talent supply chains.

ESS4. P-20 Technology Infrastructure

Develop the means to provide broadband connectivity, wireless access, and computing hardware for all schools, educators, and students to access cloud computing resources, including P-20 learning opportunities and operational services. Coordinate this effort with statewide broadband projects, national FCC and e-Rate projects, and regional consortia.

ESS5. Regional Service Delivery

Coordinate regional service delivery through Regional Offices of Education and Intermediate Service Centers, to include mandated regional support services; academic services such as professional development, career/technical education, safe schools, and special education (where feasible); fostering shared service agreements among districts and other entities; and brokering P-20 regional partnerships with community colleges and other educational entities. Cost savings would occur with shared facilities and personnel, as well as leveraging various fund sources.

Summary: Operational Shared Services Draft Recommendations

OSS1. Financial Profile Triggers for Shared Services

Increase operational shared service participation in districts when the Financial Profile ranking reaches the “Warning” or “Watch” categories, or when the district is required to file a three-year deficit reduction plan with ISBE. A “Warning” designation would trigger an ROE/ESC review of current and potential shared service participation, with presentation of findings and recommendations to the local school board and publication on the district website. A “Watch” designation would trigger a mandatory district efficiency study with specific recommendations to the local school board and a required public school board response.

OSS2. Resource Management Service

Direct ISBE to provide resource management software to allow similar districts to compare operational expenditures and identify cost savings in five major spending areas: instruction, transportation, food services, administration, and facility maintenance. In addition, the software platform would allow districts to develop “what if” scenarios, incorporate proven practices into their operations, and communicate costs savings to the public. [A pilot of a similar service in Ohio showed that districts on average saved about 5% in operational costs when using the service; CTBA has estimated that if a similar 5% savings were realized across all Illinois school districts, resulting savings could total \$1 billion. Estimated cost to establish and maintain the system is \$4 million or about \$2.00 per student per year.]

OSS3. Revolving Fund to Support Shared Service Initiatives

Create a state-operated revolving fund to support shared service start-ups and district efficiency studies. Districts would apply for low-interest short-term loans and repay those loans from saving associated with new shared services and/or operational efficiencies gained through efficiency studies. The fund would foster increased shared service opportunities and associated savings, and would grow through interest collected, allowing more districts to apply and benefit.

OSS4. Revision of PA 95-0241

Eliminate barriers to shared services and outsourcing by exempting shared service agreements from its provisions. The statute currently places restrictions on non-instructional outsourcing.

OSS5. Resource Repository

Establish within the Governor’s Office a repository for existing shared service and outsourcing agreements, along with examples of proven efficiency practices that could be replicated. Shared service models among districts and other entities (such as municipalities) would be available. The repository would save districts planning and legal costs and would make available effective models that districts statewide could adapt to their own situations.

OSS6. Statewide Health Insurance Pool

Develop a statewide health insurance program for education employees. Currently, districts largely negotiate health insurance coverage on their own, district-by-district. Alternatively, some districts have formed health insurance pools with selected providers, but many of these exclude small districts. With a statewide health insurance program, bargaining power would be enhanced and operations would be streamlined. Operational efficiencies and cost savings could result.

Summary: In-District Efficiency Draft Recommendations

IDE1. Budget Efficiency

The state should adopt a long-term goal of switching from the current annual budget cycle to a two-year rolling budget cycle, where lawmakers would continually approve future appropriations so that at all times the state is operating on two years' worth of appropriations. This would provide state-funded entities (including school districts) with the ability to project revenues and make efficient budget decisions, and to avoid costly practices such as unnecessary layoffs. This recommendation complements the activities of the state's Budgeting for Results initiative and its related requirement to project state revenues for three years.

Until such time as the state adopts a two-year budget, the state should make changes that better align the state's budget calendar with the school calendar. This includes creating mechanisms to encourage earlier passage of a budget by the General Assembly and requiring the Governor to present a budget earlier. A sliding deadline should be created that links when districts must submit a final budget to ISBE to the date a budget for ISBE is adopted. When fiscal pressures result in late payments to school districts, relief from the pressure of nonessential state mandates should be allowed.

IDE2. Mandate Flexibility

Expand the provisions of section 22-60 of the school code to mandates approved prior to passage of HB4711, which established the provision. Section 22-60 allows districts to discontinue or modify a mandate in the School Code or promulgated by ISBE, unless a separate appropriation has been enacted into law. Currently the section only pertains to those mandates established after the effective date of the amendatory act.

IDE3. Professional Development

Develop an online tool to allow teachers to complete various required trainings (e.g. bloodborne pathogens, suicide/AIDs, child abuse and neglect), rather than requiring individual districts to provide this training. ISBE would be responsible for developing the content included in this training tool and would determine which trainings should be completed in workshop settings. This tool would be similar to the way state employees are currently allowed to complete Ethics Training and how many professions allow individuals to complete continuing education online. Schools should also be permitted to use banked calendar time for professional development in full-day increments, allowing schools to avoid having to incur the costs of transporting students to school for half days.

IDE4. Resources and Tools

The state should provide a statewide database for criminal background checks so that school employees will not have to re-register at the district level every time they move across district lines. This recommendation mirrors a recommendation from the Criminal History Record Checks Task Force. A similar statewide registry for substitute teachers should be established.

IDE5. Strategic Planning

School districts throughout Illinois have developed efficiencies through the process of comprehensive strategic planning, so it is recommended that all school districts should explore developing a comprehensive strategic plan, which involves a community-wide process of development and implementation. To help facilitate this process, an online repository of best practices should be developed that will allow districts to share information on innovative efficiency practices and keep track of annual savings realized through implementation of these practices.

IDE6. Statewide Database Licenses

Purchase major school library database licenses on a statewide basis instead of district-by-district. Would result in both cost savings and increased educational opportunities.

Crosswalk: Draft Recommendations and Public Input Themes

In the fall of 2011, the Classrooms First Commission collected public input through an on-line survey and four public hearings at Carterville, Moline, Des Plaines, and Normal. Analysis of the survey comments and the oral and written hearing testimony identified several recurring themes:

- Understand the benefits of small schools and districts
- Improve educational opportunities
- Expand the use of shared services
- Respect local control
- Reduce barriers to consolidation
- Support consolidation
- Streamline educational delivery
- Foster transparency
- Expand opportunities for distance learning
- Improve operational efficiency
- Expand dual credit
- Register school personnel statewide
- Focus on student progress/performance
- Create a state health insurance pool for education employees
- Consolidate back office operations
- Provide mandate relief
- Improve curriculum
- Merge career/technical education and regular education courses

As the working groups developed their draft recommendations, they took these themes into account during their deliberations.

The table on the following page shows a crosswalk between the draft recommendations and the public input themes.

Public Input Themes →	Benefits of small schools	Educational Opportunity	Shared Services	Keep Local Control	Reduce Consolidation Barriers	Pro-Consolidation	Streamlining	Transparency	Distance Learning	Operational Efficiency	Dual Credit	Statewide personnel registration	Student progress	State health insurance pool	Back office consolidation	Mandate Relief	Improve Curriculum	Merge CTE and reg educ courses
Recommendations ↓																		
In-District Efficiency																		
<u>Budgeting Efficiency</u>		X								X						X		
2-year rolling budget		X								X								
Sliding deadline for ISBE subm.										X						X		
Temp staff exempt from unempl										X						X		
<u>Mandate Flexibility</u>	X						X									X		
<u>Professional Development</u>		X					X		X	X						X		
On-line PD for mandated training		X					X		X	X								
Full-day use of banked PD time										X						X		
<u>Strategic Planning</u>		X		X			X			X			X				X	
<u>Resources and Tools</u>		X	X				X			X		X						
Statewide subst. registration												X						
Statewide crim bkgnd checks												X						
State license for dbase use		X	X				X			X								
Operational Shared Services																		
<u>Financial Profile SS Triggers</u>			X				X	X		X					X			
<u>Resource Management Service</u>	X		X				X	X		X					X			
<u>Repeal/amend Outsourcing Ban</u>			X												X			
<u>Create Revolving Loan Fund</u>			X				X			X					X			
<u>Resource Repository</u>	X		X				X			X					X			
Shared Service Agreements	X		X				X			X					X			
Promising Practices			X				X			X					X			
<u>State Health Insurance Pool</u>			X							X				X				
Educational Shared Services																		
<u>P-20 Curriculum Alignment</u>		X	X				X		X		X		X				X	X
<u>P-20 Learning Pathways & CCR</u>		X	X				X		X		X		X				X	X
<u>Technology Infrastructure</u>	X	X	X				X		X		X		X				X	
<u>Coordinated Regional Services</u>	X	X	X			X	X			X					X		X	
<u>Flexible Learning Pathways</u>		X					X		X		X		X				X	X
<u>Statewide Database Licenses</u>		X	X							X								
Realignment																		
<u>Reduce barriers to consolidation</u>					X	X												
Delay effective date till construc \$					X	X												
Dual to unit taxing stepdown					X	X												
Dual to unit grant hold harmless					X	X												
Non-contiguous consolidation					X	X												
New Reorg construction program					X	X												
Dissolution under 750 enrollment					X	X												
<u>Identify Reorg Candidates</u>						X	X	X		X								
School Efficiency Profile						X	X	X		X								
Declining Population Counties						X	X											
<u>Revise Incentives (Option 1 OR 2)</u>						X												
(1)Develop new incentive formula						X												
(2)Add/Modify Current Incentives						X												
3-yr GSA Average						X												
Initial Cost Coverage						X												
Dual Districts						X												
Transportation						X												
Poverty						X												

Appendix A: Public Act 097-0503

HB1216 Enrolled LRB097 07042 NHT 47135 b

AN ACT concerning education.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 5. The School Code is amended by adding Section 11E-190 as follows:

(105 ILCS 5/11E-190 new)

(Section scheduled to be repealed on January 31, 2013)

Sec. 11E-190. School District Realignment and Consolidation Commission.

(a) The School District Realignment and Consolidation Commission is established. The Commission shall consist of the following voting members:

- (1) the Lieutenant Governor or his or her appointee, who shall serve as the Chairperson;
- (2) one member appointed by the State Board of Education;
- (3) a member of the General Assembly appointed by the Speaker of the House of Representatives;
- (4) a member of the General Assembly appointed by the Minority Leader of the House of Representatives;
- (5) a member of the General Assembly appointed by the President of the Senate;
- (6) a member of the General Assembly appointed by the Minority Leader of the Senate;
- (7) a representative of a statewide professional teachers' organization appointed by the head of that organization;
- (8) a representative of a different statewide professional teachers' organization appointed by the head of that organization;
- (9) a representative of a statewide organization that represents school boards appointed by the head of that organization;
- (10) a representative of a statewide organization representing principals appointed by the head of that organization;
- (11) a representative of an organization representing professional teachers in a city having a population exceeding 500,000 appointed by the head of that organization;
- (12) a representative of an association representing school business officials appointed by the head of that association;
- (13) a representative of an association representing school administrators appointed by the head of that association;
- (14) a representative from the Chicago Board of Education appointed by the Chicago Board of Education;
- (15) a representative from an organization representing administrators of special education appointed by the head of that organization;
- (16) a representative from a statewide parent organization appointed by the head of that organization;
- (17) a representative from an organization representing high school districts appointed by the head of that organization;
- (18) a representative from a rural school district appointed by the Governor;
- (19) a representative from a suburban school district appointed by the Governor; and

- (20) a representative of an association that represents regional superintendents of schools appointed by the head of that association.

Members shall serve without compensation, but shall be reimbursed for their reasonable and necessary expenses from funds appropriated for that purpose. Members shall be reimbursed for their travel expenses from appropriations to the State Board of Education available for that purpose and subject to the rules of the appropriate travel control board. The Commission shall meet at the call of the chairperson, with the initial meeting of the Commission being held as soon as possible after the effective date of this amendatory Act of the 97th General Assembly, and shall hold public hearings throughout this State. The State Board of Education shall provide assistance and necessary staff support services to the Commission.

(b) The purpose of the Commission is to make recommendations to the Governor and General Assembly on the number of school districts in this State, the optimal amount of enrollment for a school district, and where consolidation and realignment would be beneficial. The Commission's recommendations must focus on all of the following areas:

- (1) Reducing the money spent on duplication of efforts.
- (2) Improving the education of students by having less obstacles between qualified teachers and their students.
- (3) Lowering the property tax burden.
- (4) Providing recommendations as to what the net cost savings of realignment is to this State.
- (5) Providing input to school districts on reorganization.

(c) On or before July 1, 2012, the Commission must vote on its recommendations and file a report with the Governor and the General Assembly. If the Commission adopts the report by an affirmative vote of at least 11 of its members, then the General Assembly must, within 14 days after the report is filed by the Commission, vote on whether to accept the report by the adoption of a resolution by a record vote of a majority of the members elected in each house. If the General Assembly is not in session on the day that the report is filed, then the General Assembly must vote on whether to accept the report within 14 days after the General Assembly convenes for the first time after the report is filed. The Commission is dissolved on the day after the report is filed with both the Governor and the General Assembly.

(d) This Section is repealed on January 31, 2013.

Section 99. Effective date. This Act takes effect upon becoming law.

Effective Date: 8/23/2011

Appendix B: Draft Recommendations – Full Text

The working groups developed their draft recommendations using the following template:

Number/Title

Recommendation:

Provide a clear and concise description of the recommendation.

Statutory and/or Commission Goal Addressed:

Indicate which components of the statutory charge are addressed.

Indicate which of the two key commission goals are addressed.

Rationale (supporting documentation):

Provide data or other supporting evidence, examples, research, and other supporting documentation to justify the recommendation.

Alignment with Other Past Recommendations:

Reference recommendations from other commission or task force reports; reference precedents in proposed or enacted Illinois laws or rules.

Outcomes:

Indicate the anticipated outcomes or impact of the recommendation.

Responsible Parties:

Indicate who would be responsible for implementing the recommendation.

Legislation, Rules, Policy Changes Required:

Describe changes in policy and/or practice needed to implement the recommendation.

Estimated cost or savings for implementation and funding source:

If costs and/or savings can be calculated, provide that information. If costs are implied, indicate potential funding source(s). [NOTE: to be completed in final recommendations submitted July 1, 2012]

On the pages that follow, each recommendation is presented in full template form, providing more information in a standard format.

Reorganization

R1. Allow non-contiguous but compact school districts to reorganize if contiguous school districts reject reorganization.

Recommendation:

Revise language to allow school districts to reorganize with compact, non-continuous school districts. If contiguous districts have documented in their board minutes and in a letter to the inquiring district that they are not interested in reorganization, districts would be allowed to approach compact, non-contiguous districts. [Compact would need to be statutorily defined.]

Statutory and/or Commission Goal Addressed:

Recommend where realignment would be beneficial
CFC Goal 2: Improve efficient use of educational resources

Rationale (supporting documentation):

Several districts have experienced difficult challenges in attempting to reorganize with contiguous school districts, when consolidation is obviously needed.

Alignment with Other Past Recommendations:

Special legislation has allowed for specific non-contiguous school districts to reorganize in the past.

Outcomes:

Eliminating the requirement for contiguous borders could increase the pool of willing participants in a reorganization effort.

Responsible Parties:

School districts would have to document that their contiguous districts are not interested in reorganization.

Legislation, Rules, Policy Changes Required:

A legislative change would be needed to add a statutory definition of “compact”, modify the contiguous provisions, and provide for non-contiguous districts to document the reasons for pursuing a non-contiguous reorganization.

Estimated cost or savings for implementation and funding source:

Additional flexibility for realignment would provide potential savings and efficiencies. Potential cost or savings would vary.

R2. Revise Language for Dissolutions of Districts under 5,000 Population

Recommendation:

Expand the Regional Board of School Trustees' dissolution authority by allowing local districts with under 750 enrollment to seek dissolution with or without a referendum; currently this is an option for districts serving communities with fewer than 5,000 people.

Statutory and/or Commission Goal Addressed:

Make recommendations on the number of school districts in the state, the optimal amount of enrollment for a school, and where realignment would be beneficial.

Rationale (supporting documentation):

Districts unable to independently survive may wish to use an abbreviated process to dissolve the district. This is currently only an option for districts serving communities under 5,000 in total population. Districts with a larger population but small student enrollment are not able to use the abbreviated dissolution process. Expanding the current process to include districts with small student enrollment could lead to additional realignments.

Alignment with Other Past Recommendations:

New recommendation

Outcomes:

Allowing the 750 enrollment in the statute would allow 53 additional districts to potentially take advantage of this option.

Responsible Parties:

School districts wishing to dissolve through the local Regional Board of School Trustees would have to show that the district is either under 5,000 population *or* under 750 student enrollment.

Legislation, Rules, Policy Changes Required:

A legislative change would be needed to revise the language within Article 7.

Estimated Cost or Savings for Implementation and Funding Source:

Resulting realignments could provide potential savings and efficiencies. Potential costs or savings would vary.

R3. Hold Harmless of Reorganized Dual Districts to Unit District for Grants and Entitlements

Recommendation:

Ease the burden for dual to unit conversion reorganizations that may receive fewer grants and entitlement funds after reorganizing. Establish a hold harmless provision to maintain payments to school districts reorganizing from dual districts to unit districts for grants and entitlements for the first four years after reorganization.

Statutory and/or Commission Goal Addressed:

CFC Goal 2: Improve efficient use of educational resources

Rationale (supporting documentation):

Currently, dual districts reorganizing into unit districts could experience a loss in grants or entitlements. This recommendation would hold harmless the grant and entitlement funding for the dual districts for four years after reorganizing into a newly formed unit district.

Alignment with Other Past Recommendations:

New Recommendation

Outcomes:

Could encourage dual districts to reorganize into unit districts by reducing a current financial barrier.

Responsible Parties:

ISBE would award, calculate, and voucher grants and entitlements based on any change in the existing formulas.

Legislation, Rules, Policy Changes Required:

Current language for grants and entitlements would have to be reviewed to determine impact. Depending on which grants or entitlements are to be adjusted, legislation or rule changes may be needed.

Estimated Cost or Savings for Implementation and Funding Source:

Potential costs or savings would vary.

R4. Tax Inequity in Dual District Consolidation

Recommendation:

Allow the new unit district to tax at the same authority as the combined dual district rate initially and establish a step-down time period to gradually reduce the tax rate to the unit district maximum. Dual districts that incurred a combined elementary and high school education purpose tax rate that is greater than 4.00% and reorganize into a unit would have five years to “step down” their total tax rate. The step-down would be \$0.60 each year until the educational purpose tax rate was 4.00% or less. The same would be applied to the operation and maintenance purpose tax rate.

Statutory and/or Commission Goal Addressed:

Lowering the property tax burden

CFC Goal 2: Improve efficient use of educational resources

Rationale (supporting documentation):

For some dual districts, the move from their current taxing structure to a unit district taxing structure could cause a dramatic decrease in tax revenue. Some consolidations into unit districts would not be considered due to the tax revenue decrease alone, even if the consolidation was desired for other reasons. Eliminating the immediate tax revenue impact and allowing the decrease to occur gradually may encourage consolidations.

Alignment with Other Past Recommendations:

The October 2002 Educational Funding Advisory Board (EFAB) report recommended allowing unit districts formed from dual districts to tax a permissive rate in Transportation, Working Cash, Leasing, and Life Safety at the combined permissive rate of dual districts with no sunset.

Outcomes – Operational Efficiency:

Allowing unit districts formed from dual districts to temporarily tax at the combined levy authority the original districts experienced could encourage additional dual district to unit district consolidations. The step-down provision will allow the new unit districts time for their operational efficiencies from the consolidation to take effect in order to operate at the maximum unit district rates.

Responsible Parties:

The respective County Clerks would have to know the new unit district’s step-down schedule in order to extend taxes at the maximum allowed the specific unit district.

Legislation, Rules, Policy Changes Required:

A legislative change would be needed to allow newly formed unit districts to tax at the maximum combined dual district levy of the original districts. Language could be used from SB 3252 and expand to additional tax rates.

Estimated Cost or Savings for Implementation and Funding Source:

Tax payers would pay taxes for the specific rates at an amount equal to what is being paid for individual districts. Over time, this rate will drop until it reaches the unit district maximum rate.

R5. Reorganization School Construction Program

Recommendation:

Pilot a new capital project list that targets school construction money for districts willing to consolidate and that are in need of new buildings, additions, and/or building renovations. The new program would be available for new districts formed in accordance with Article 11E of the School Code, a district that annexes all the territory of another district in accordance with Article 7 of the School Code, or a cooperative high school formed in accordance with Section 10-22.22c of the School Code.

Statutory and/or Commission Goal Addressed:

Examine reorganization incentives

CFC Goal 1: Improve educational opportunities

CFC Goal 2: Improve efficient use of educational resources

Rationale (supporting documentation):

The School Construction Program was authorized by the Illinois General Assembly in 1997, and was the first state school building program in more than two decades. To date, the School Construction Program has benefited 544 school districts throughout the state and provided over \$3.4 billion in state funds for building and renovating local schools. The School Construction Law prioritizes projects by category. The grants to date have not funded beyond Category A: Emergencies and Category B: Projects to alleviate overcrowding and aged buildings. Category C: Projects that support school district reorganization have not been funded to date.

Alignment with Other Past Recommendations:

The October 2002 Educational Funding Advisory Board (EFAB) report recommended establishing a separate school construction program to provide 100% of funding for school facilities in the consolidation of two or more districts into a unit district.

Outcomes:

With a construction program dedicated to reorganizations, more districts may be willing to pursue consolidation knowing that facility funding would be available. Under this program, reorganizing districts will be able to improve their educational effectiveness through combining resources and the ability to offer additional programs to their students that could not be offered separately.

Responsible Parties:

New districts, annexing districts, or cooperative high schools would apply for funding under the Reorganization School Construction Program. The Capital Development Board and the Illinois State Board of Education would administer the program in the same manner as the current School Construction Program.

Legislation, Rules, Policy Changes Required:

A legislative change would be needed to remove the consolidation priority from the current School Construction Program and establish a new Reorganization School Construction Program

Estimated Cost or Savings for Implementation and Funding Source:

This would be a new program which would require a new funding source. Total cost not yet calculated for a pilot version.

R6. Delaying Effective Date of Reorganization

Recommendation:

Allow any newly approved reorganization that requires a new facility to delay the effective date of the reorganization until construction funding is available.

Statutory and/or Commission Goal Addressed:

Examine reorganization incentives

CFC Goal 2: Improve efficient use of educational resources

Rationale (supporting documentation):

Districts considering reorganization often want to consolidate in order to provide more comprehensive middle and high school curriculum and programs, but may lack a facility that can adequately house their combined student populations. Communities may be willing to proceed with a referendum vote knowing that they will not have to enact the full reorganization until suitable facilities can be constructed. Passage of a reorganization referendum could allow participating districts to begin cooperating through shared services, aligned curriculum, and other cooperative ventures in anticipation of the formal merger when construction funds become available.

Alignment with Other Past Recommendations:

The change would be modeled after House Bill 4043 from the 97th General Assembly, which would allow for delayed effective date for the Christopher-Zeigler-Royalton consolidation. This recommendation would expand the option statewide.

Outcomes:

Districts would be able to delay their consolidation effective date until adequate facilities are available to house combined students. This will allow better educational opportunities for students than attempting to house combined students in inadequate facilities. A potential result could be a delay in a school district reorganization for an indefinite time.

Responsible Parties:

The ISBE will track the delay in effective date in order to properly budget for expected incentive payments in the proper year.

Legislation, Rules, Policy Changes Required:

A legislative change would be needed to change the effective date options. Language from HB 4043 could be used.

Estimated Cost or Savings for Implementation and Funding Source:

No cost.

R7. Require Feasibility and Efficiency Studies for Districts in Counties with Small and Declining School-Age Populations

Recommendation:

Require counties with small and declining school-age populations--as identified through the Illinois Department of Commerce and Economic Opportunity (DCEO)/U.S. Census county population projections through 2030-- to complete reorganization feasibility and district efficiency studies. Districts with high performance and financial stability may opt out, but could choose to participate in order to examine efficiency and collaboration opportunities. The result could be partial or full county consolidations and/or establishment of shared services that would increase educational opportunities and operational efficiencies.

Statutory and/or Commission Goal Addressed:

Make recommendations on the number of school districts in the state, the optimal amount of enrollment for a school, and where realignment would be beneficial
CFC Goal 2: Improve efficient use of educational resources

Rationale (supporting documentation):

Currently 12 county-wide school districts operate in rural areas of the state. According to calculations using DCEO data, several low-population counties have declining population projections and are served by multiple school districts. Because their already-low school-age populations (under 5000) are projected to shrink, districts in these counties should be required to complete feasibility/efficiency studies and consider reorganization and/or shared services in order to continue to provide adequate educational opportunities and to improve operational efficiencies. Districts with high performance and financial stability may opt out, but could choose to participate in order to examine efficiency opportunities. Eligible counties include Alexander, Edgar, Fayette, Greene, Lawrence, Lee, Marshall, Mason, Menard, Montgomery, Perry, Pulaski, Saline, Scott, Shelby, and Wayne. Number of districts per county ranges from 2 to 7.

Alignment with Other Past Recommendations:

New Recommendation

Aligns with draft recommendation OSS1 for districts in financial difficulty (i.e., requiring efficiency studies)

Outcomes:

Reorganization and/or shared services for small and declining enrollment districts could result in operational efficiencies and improved educational opportunities.

Responsible Parties:

ISBE, efficiency study providers

Legislation, Rules, Policy Changes Required:

A legislative change would be needed to require feasibility/efficiency studies.

Estimated cost or savings for implementation and funding source:

ISBE would need to provide cost estimates for feasibility/efficiency studies, and would provide money to fund them. Alternatively, funding could come from a state-operated revolving loan (see draft recommendation OSS3). Resulting realignments and/or shared service arrangements could provide potential savings and efficiencies and increase educational offerings. Potential long-term costs or savings would vary.

R8. Develop a School District Efficiency Profile

Recommendation:

Develop an efficiency profile calculation to use as the starting point to review districts for efficiency considering performance, finance, district demographics, and district size. The profile would assist districts in identifying possible school district mentors of similar district type while also identifying those districts that could be candidates for realignment and/or shared services.

Statutory and/ or Commission goal addressed:

Make recommendations on the number of school districts in the state, the optimal amount of enrollment for a school, and where realignment would be beneficial.

CFC Goal 2: Improve efficient use of educational resources

Rationale (supporting documentation):

ISBE currently collects data that could inform districts as to their efficiency in relation to similar districts. Several efficiency formulas have been developed for use in other states, although no single model is without limitations.

Alignment with other past recommendations:

New Recommendation

Outcomes:

The School District Efficiency Profile would identify opportunities for improved efficiencies within districts, identify efficient mentor school districts and identify opportunities for school district realignments and/or shared services.

Responsible parties:

A working group would be needed to study, develop and recommend a defensible School District Efficiency Profile, utilizing student enrollment, financial and academic profiles, and student and district demographics.

ISBE would maintain the School District Efficiency Profile.

Legislation, rules, policy changes required:

No legislation or rules would be required to develop a system that summarizes district's efficiencies and defines appropriate uses for profile data. However, the process would require review and adoption by the State Board of Education.

Estimated cost or savings for implementation and funding source:

Additional staff time to develop and maintain the profile. Additional realignments and relationships among mentor/mentee districts could provide potential savings and efficiencies.

R9. Revise Overall Incentive Payment Structure (Scenario 1)

Recommendation:

Change current incentive calculations to eliminate payments based on individual General State Aid Claims, Annual Financial Reports, teacher salary schedules, and/or teacher counts. Develop new reorganization incentive formulas based on more stable factors such as enrollment, geographic size, number of districts involved, school district/student demographics, transportation, textbooks, and other implementation costs.

Statutory and/or Commission Goal Addressed:

Examine reorganization incentives

Rationale (supporting documentation):

Districts that have undergone previous reorganizations provided feedback on budgeting for expected incentive payments. Their experiences led to the recommended revision to the incentive payment structure to allow newly reorganized districts to more effectively plan for their expected four-year costs and incentive payments.

Alignment with Other Past Recommendations:

New Recommendation

Outcomes:

A formula-based incentive program will eliminate the year-to-year uncertainty on the amount of incentive revenue reorganizing districts expect to receive. This will allow districts the ability to more efficiently budget their expected funds.

Responsible Parties:

A working group would be needed to study and develop a formula to encourage reorganizations while not penalizing districts by causing incentive payments to greatly decrease when compared to current calculations.

The ISBE will calculate the incentive payments due to each district based on the new formula.

Legislation, Rules, Policy Changes Required:

A legislative change would be needed to repeal current incentive calculations in Article 11E and establish the new criteria for payments.

Estimated Cost or Savings for Implementation and Funding Source:

Potential neutral cost exchanging one incentive structure for another. However, an increase in realignments could increase total incentive costs.

R10. Modify the current incentive structure to supplement or replace current incentives.

- **Three Year Average General State Aid (GSA) Difference Incentive**

Recommendation:

Revise the current General State Aid Difference Incentive language to allow payment based upon the greater of the current year GSA difference incentive calculation *or* the three-year average GSA incentive calculation difference. A GSA incentive of the difference would continue to be paid each year for four years.

Statutory and/or Commission Goal Addressed

Examine reorganization incentives

Rationale (supporting documentation):

Districts that have undergone previous reorganizations provided feedback on the incentive payments and reorganization costs. Their experiences led to the recommended change in the GSA Difference Incentive calculation in order to base the payment on prior year averages.

Alignment with Other Past Recommendations:

N/A

Outcomes:

Changes the current GSA Difference Incentive to allow for a calculation based upon current year or three-year average GSA difference will not penalize districts for having a lower incentive in the year of reorganization when prior year estimates calculated a higher incentive.

Responsible Parties:

The ISBE will calculate the incentive payments due to each district based on the new formula.

Legislation, Rules, Policy Changes Required:

A legislative change would be needed to change the GSA Difference Incentive language to reflect the new calculation.

Estimated Cost or Savings for Implementation and Funding Source:

Could potentially increase incentive costs to the state due to use of the higher of two calculations.

- **Reorganization Initial Implementation Incentive**

Recommendation:

Add a new incentive for reorganization implementation costs. Calculations for the implementation incentive would be a formula based on inputs such as number of districts in the reorganization and wealth of the district using Equalized Assessed Valuation (EAV) per Pupil and Low Income Rate. This incentive should be paid only in the first year of operation of the newly reorganized district; that is, the year in which the initial implementation expenditures will be incurred.

Statutory and/or Commission Goal Addressed:

Examine reorganization incentives

Rationale (supporting documentation):

Districts that have undergone previous reorganizations provided feedback on the incentive payments and reorganization costs. Their experiences led to the recommended addition of an implementation incentive in order to better match incentive payments to actual reorganization costs.

Alignment with Other Past Recommendations:

The October 2002 Education Funding Advisory Board (EFAB) report recommended adding a one-time incentive for implementation costs.

Outcomes :

An implementation incentive will provide additional funding to reorganized districts. Reorganizing districts have incurred start-up costs in areas such as scheduling, textbook alignment, legal fees, personnel inventories, staff development, handbook revisions, and school board training, but have not had incentive funding tied directly to those start-up expenses.

Responsible Parties:

A work group would be needed to study and develop an implementation formula utilizing the number of districts in reorganization and district wealth factors.

ISBE will calculate the incentive payments due to each district based on the new formula.

Legislation, Rules, Policy Changes Required:

A legislative change would be needed to add the new incentive calculation to the current incentive calculations.

Estimated Cost or Savings for Implementation and Funding Source:

As a new incentive, would increase incentive costs in a given year depending on the number of reorganizations occurring.

- **Dual District Consolidation Incentive Enhancement**

Recommendation:

Create enhancement to encourage elementary district consolidation and/or dual district to unit district consolidation. The enhancement could consist of an additional incentive only available to elementary district consolidation and/or dual district to unit district consolidation or could consist of an additional weighting factor applied to the current incentives.

Statutory and/or Commission goal addressed:

Examine reorganization incentives

CFC Goal 1: Increase educational opportunities

CFC Goal 2: Improve efficient use of educational resources

Rationale (supporting documentation):

To encourage dual districts to reorganize into unit districts to enhance curriculum alignment and educational opportunities and create opportunities for operational efficiencies.

Alignment with Other Past Recommendations:

New Recommendation

Outcomes – Operational Efficiency:

An enhancement to elementary district consolidation and/or dual district to unit district consolidation could encourage more consolidations of this type. This would lead to potential operational efficiencies and curriculum alignment.

Responsible Parties:

A working group would be needed to study and develop an enhancement that would encourage the consolidation of dual districts. ISBE will calculate the incentive payments due to each district based on the new formula.

Legislation, Rules, Policy Changes Required:

A legislative change would be needed to add enhancement or new incentive to the current incentive calculations.

Estimated Cost or Savings for Implementation and Funding Source:

Using past consolidations of elementary districts and dual districts into unit districts, the following enhancement costs can be estimated:

Average 4-year incentive cost, elementary district consolidation = \$535,000

5% enhancement bonus of average incentive cost = \$26,750

10% enhancement = \$53,500

15% enhancement = \$80,250

20% enhancement = \$107,000

25% enhancement = \$133,750

Average 4-year incentive cost, dual district to unit district consolidation = \$384,000 (the only recent samples are single elementary district and single high school district consolidating into unit district; dual district to unit district consolidation with multiple elementary feeder districts would be a larger incentive amount)

5% enhancement = \$19,200

10% enhancement = \$38,400

15% enhancement = \$57,600

20% enhancement = \$76,800

25% enhancement = \$96,000

- **Transportation Incentive Calculation**

Recommendation:

Add a new incentive for reorganized district transportation costs where need is demonstrated. Calculations for the transportation incentive would be a formula based on inputs such as number of districts in the reorganization, number of students transported, and geographic area of reorganized district. This new incentive would be paid each year for four years.

Statutory and/or Commission Goal Addressed:

Examine reorganization incentives

Rationale (supporting documentation):

Districts that have undergone previous reorganizations provided feedback on the incentive payments and reorganization costs. Their experiences led to the recommended addition of a transportation incentive in order to better match incentive payments to reorganization costs.

Alignment with Other Past Recommendations:

New recommendation

Outcomes:

An incentive geared towards transportation costs will provide additional funding to reorganized districts during a four year time period. Reorganizing districts have incurred expenses for additional transportation due to the reorganization but have not had incentive funding tied directly to that expense. Districts may incur additional expenditures for such items as route restructuring, transport a greater number of students, equipment, fuel, etc.

Responsible Parties:

A working group would be needed to study and develop a formula utilizing students transported and district size that will reflect additional transportation costs as a result of reorganization. ISBE will calculate the incentive payments due to each district based on the new formula.

Legislation, Rules, Policy Changes Required:

A legislative change would be needed to add the statutory language.

Estimated Cost or Savings for Implementation and Funding Source:

Unknown at this time

- **Poverty/ Low Performing School District Realignment Incentive**

Recommendation:

Add a new incentive for realignments involving high-poverty and low-performing school districts. The poverty and low-performing school incentive would be calculated based on a formula comparing the realigned district's EAV with the average EAV of all districts of the same type (elementary, high school, unit). The student performance of the low-performing school district would be annotated as an information item in the School Report Card to be tracked separately as a sub-group for the first five years of the reorganization. (Any tracking of this subgroup would be subject to the provisions of reporting authorized by the US Department of Education and as such may be only shown as a footnote to other School Report Card data.) This would serve, in effect, as an academic "hold-harmless" provision.

Statutory and/or Commission Goal Addressed:

Examine reorganization incentives

Rationale (supporting documentation):

High-poverty and low-performing school districts have experienced challenges in attempting to reorganize with their neighboring school districts. Neighboring districts have expressed reluctance to consolidate with low-performing districts due to concern over the possible impact on test scores and reporting. Additionally, high-poverty districts could experience financial hardship post-reorganization due to their inability to generate local funding.

Alignment with Other Past Recommendations:

New recommendation

Outcomes:

This incentive may help overcome the reluctance of some districts to realign. An incentive geared towards high-poverty and low-performing school districts will provide additional funding to reorganized districts during a four-year time period. The additional funding would help high-poverty districts that experience financial hardship post-reorganization due to their inability to generate local funding. In addition, the reorganized school district would have the ability to track student performance of the low performing school district as a sub-group for the first five years of the reorganization. This would also allow for the tracking of this sub-group's performance improvement after reorganization.

Responsible Parties:

A working group would be needed to study and develop a formula utilizing EAV to provide additional funding for high-poverty districts once they have undergone reorganization. ISBE will calculate the incentive payments due to each district based on the new formula.

Legislation, Rules, Policy Changes Required:

A legislative change would be needed to add the new incentive calculation to the current incentive calculations.

Estimated Cost or Savings for Implementation and Funding Source:

Unknown at this time

Educational Shared Services

ESS1. Flexible P-12 Learning Options

Recommendation:

Create/allow flexible, customized pathways to standards attainment for all students as alternatives to seat time and Carnegie Units (course credits), allowing students to follow individualized learning plans and proceed more effectively through the learning process. Establish models for innovative elementary, middle, and high school delivery designs. Develop new student transcripts documenting standards attainment and mechanisms to transfer these new credentials to post-secondary education, training, and employment. Coordinate this effort with Response to Intervention (RtI), gifted education, and other customized academic supports.

Statutory and/or Commission Goal Addressed:

PA 97-0503: Improve the education of students by having fewer obstacles between qualified teachers and their students.

CFC Goal 1: Improve educational opportunities

Rationale (supporting documentation):

Education should maximize the potential of every student. About 25% of students struggle to meet grade-level standards in school and need more time and resources. Another 18 % of students outpace their same-age peers and need more rigorous, challenging curriculum and opportunities for acceleration. A “one size fits all” curriculum delivery model is outdated for students who will compete globally in the 21st century. The National Governors Association published an Issues Brief recommending that governors enact new policies that build more flexibility for students to earn academic credit when mastery occurs and allocate funding based on student mastery of content rather than the current system of seat time/attendance.

Alignment with Other Past Recommendations:

SB 3244 – mathematics curriculum models aligned to Common Core Standards

Response to Intervention

Outcomes:

Customized learning pathways will allow students to progress more effectively to standards attainment, with school personnel providing supports and opportunities tailored to individual learning needs. Documenting standards attainment is more reliable for post-secondary planning than documenting seat time and credits. Fewer students will need remediation, and more students will acquire post-secondary credentials at an earlier age.

Responsible parties:

Legislative changes needed to remove barriers to flexible learning pathways and to establish “stackable” K-12 credentials (e.g., modifying seat time requirements); district commitments to individualized student learning plans and related instructional delivery; professional development for implementation.

Legislation, Rules, Policy Changes Required:

Changes to high school graduation requirements and middle/high school course credit system

Estimated Cost or Savings for Implementation and Funding Source:

Investment required in infrastructure (e.g., technology) as well as training. Once customized learning becomes a “normal business practice”, costs should go. It’s worth noting that anytime we individualize something vs. standardize it that costs will go up. Fund sources not specifically identified at this time, but could potentially be redirected from a variety of state and federal grant sources.

ESS2. P-20 Curriculum Alignment

Recommendation:

Develop a statewide system of P-20 education partnerships to increase college and career readiness and reduce the need for postsecondary remediation. Partnerships will include school districts, community colleges, and 4-year institutions, and would expand dual credit, create senior capstone projects, coordinate curriculum, share teaching, create early intervention strategies for at-risk students, and facilitate seamless transfer of high school graduates into higher education and career opportunities.

Statutory and/or Commission Goal Addressed:

Improve the education of students by having fewer obstacles between qualified teachers and their students.

CFC Goal 1: Improve educational opportunities

CFC Goal 2: Improve efficient use of educational resources

Rationale (supporting documentation):

It is widely recognized that better alignment between secondary education and higher education is critical to strengthening readiness for college and reducing the need for remediation. Remediation is a common and costly postsecondary challenge. In Illinois, community colleges shoulder the primary responsibility for remedial/developmental education. An average of 50% of first-time, full-time Illinois community college students are required to take at least one remedial course; the figure rises to 80% in some college districts. Actual number represented by these percentages is 95,000 students. As a result, community colleges spent \$120.8 million on remedial /developmental education in fiscal 2007 and public universities spent \$5.2 million. By 2020, 67% of Illinois jobs will require a career certificate or college degree. Currently, 43% of Illinois adults hold postsecondary degrees.

Alignment with Other Past Recommendations:

Aligns with goals of IBHE Public Agenda, the Illinois P-20 Council, Complete College America Team Illinois, and the work of the Joint Education Leadership Committee.

Responsible parties:

State education agencies—ISBE, ICCB, IBHE, Regional Offices of Education, Universities/Community Colleges and High Schools, DCEO, private business

Legislation, Rules, Policy Changes Required:

Supported by current policies and legislation

Estimated Cost or Savings for Implementation and Funding Source:

As stated above, the cost of remediation is significant to colleges and universities, this expense would decrease. Currently, the College and Career grant funds help to support a limited number of secondary/postsecondary partnerships.

EES3. P-20 Learning Pathways

Recommendation:

Support the implementation and scale-up of the *Illinois Pathways Initiative* to support college and career readiness for all students through public/private and educational/business partnerships. Create new opportunities for students to accelerate learning and explore career options. Include P-12 school districts, community colleges, 4-year/advanced degree/research institutions, business, and industry. Foster Science, Technology, Engineering, and Mathematics (STEM) Programs of Study and STEM Learning Exchanges to coordinate planning and investment, aggregate resources, develop “stackable” credentials, and create talent supply chains.

Statutory and/or Commission Goal Addressed:

Reduce money spent on duplication of efforts, improve the education of students by having fewer obstacles between qualified teachers and their students.

CFC Goal 1: Improve educational opportunities

CFC Goal 2: Improve efficient use of educational resources

Rationale (supporting documentation):

- Pathways to Prosperity: http://www.illinoisworknet.com/NR/ronlyres/55AD8FEE-2FD0-42BB-88B0-AB239B5B9CCC/0/Pathways_to_Prosperty_Report.pdf ;
- National Research Center for Career and Technical Education: <http://www.nrccte.org/>
- Pathways to Results: <http://ocrl.illinois.edu/projects/pathways>
- Illinois Pathways: www.illinoisworknet.com/ilpathways

Alignment with Other Past Recommendations:

Aligns with the recommendations of the (2010) Streamlining Illinois' Educational Delivery Systems Task Force (S.B. 1882) and SB 2134 - Shared services reporting. Also aligns with recommendations of the state P-20 Council.

Outcomes:

Educational effectiveness: Illinois Pathways supports the increase of credential attainment aligned to the state's economic development objectives. Operational efficiency: P-20 STEM Programs of Study provide an opportunity for education institutions to align their program pathways and diverse delivery network to promote greater efficiencies in curriculum delivery, career guidance, and support services.

Responsible parties:

Illinois Pathways Interagency Committee (DCEO, IDES, ISBE, ICCB, IBHE and ISAC); participating Race to the Top districts; Education for Employment offices; Regional Offices of Education; community colleges and four-year institutions; industry associations and employers; labor organizations; Office of the Governor; General Assembly; P-20 Council

Legislation, Rules, Policy Changes Required:

State matches for private sector support; align existing programs and policies to support Illinois Pathways, including the use of Title 1, School Improvement Grants, Perkins and Workforce Investment Act funds. Promote credit transfer among schools and institutions.

Estimated Cost or Savings for Implementation and Funding Source:

P-20 STEM Programs of Study are funded by federal Round 3 Race to the Top. State Perkins reimbursements and incentive funds should be targeted to support the scale-up and sustainability of program offerings. P-20 STEM Programs of Study will achieve cost-savings through the sharing of curriculum resources and assessments as well as greater utilization of regional assets.

EES4. P-20 Learning Technology Infrastructure

Recommendation:

Develop the means to provide broadband connectivity, wireless access, and computing hardware for all schools, educators, and students to access cloud computing resources, including P-20 learning opportunities and operational services. Coordinate this effort with statewide broadband projects, national FCC and e-Rate projects, and regional consortia. Specific recommendations include:

1. Shared regional/statewide school-day schedules and/or calendars for P-20 entities.
2. 1-gigabyte connection to every school and every home
3. Shared/cooperatively created policy agreements, business agreements, infrastructure and statement of understandings for legally/financially sharing services, resources and staff virtually.
4. Long-term plan for securing one-to-one mobile learning devices for use anywhere, anytime
5. Financial support to virtually share P-20 learning and operating services/resources.
6. Support the design and development of the Illinois Shared Learning Environment as a statewide cloud-based computing platform
7. Plan for a state-funded per-pupil "technology and education services" personal investment fund

Statutory and/or Commission Goal Addressed:

Reduce money spent on duplication of efforts; improve the education of students by having fewer obstacles between qualified teachers and their students.

CFC Goal 1: Improve educational opportunities

Rationale (supporting documentation):

Districts are beginning to collaborate on technology services and infrastructure, a trend that must accelerate so that all districts and students can reap the benefits afforded by access. The commission has collected many examples of shared learning environments and technology collaboratives in Illinois and elsewhere. Educational delivery of the future depends on Illinois investing today in the necessary connectivity and content to provide globally competitive educational resources. Leaving districts to their individual devices and resources will create a system of “haves” and “have nots” that will hamper the state’s attainment of its educational and economic goals.

Outcomes:

Student access to high quality content/instructors any time, any place; extended learning day, week and year; ability to share virtual infrastructure from cloud computing and other virtual resources; cost reduction and improved managing of licenses and resources including both free and proprietary content.

Responsible parties:

ISBE, regional delivery systems such as Regional Offices of Education and Learning Technology Centers, school districts, cooperatives—Special Education, Career and Ed Tech (FAA, CTE), IlliniCloud, Illinois Broadband Initiatives (ICN/CMS), universities and community colleges, Community Libraries, Legislature & other educational and operational government agencies, DCEO and regional workforce entities, professional organizations –

Legislation, Rules, Policy Changes Required:

Removal, revision and/or creation of shared/cooperative policy agreements, business and service level agreements, infrastructure and statement of understandings for legally/financially sharing services, staff, etc. will be necessary.

Estimated Cost or Savings for Implementation and Funding Source:

Estimated cost-savings for shared IT services alone ranges from 30%-70%:

Funding sources: reallocation of existing funds, e-Rate and other grant funds, foundation funding, state-managed personal investment fund

EES5. Regional Service Delivery

Recommendation:

Coordinate regional service delivery through Regional Offices of Education and Intermediate Service Centers, to include mandated regional support services; academic services such as professional development, career/technical education, safe schools, and special education (where feasible); fostering shared service agreements among districts and other entities; and brokering P-20 regional partnerships with community colleges and other educational entities. Cost savings would occur with shared facilities and personnel, as well as leveraging various fund sources.

Statutory and/or Commission Goal Addressed

Reduce duplications of effort

CFC Goal 1: Improve educational opportunities

CFC Goal 2: Improve efficient use of educational resources

Rationale (supporting documentation)

Working example: Hancock/McDonough Regional Office of Education is housed in the same location and is the fiscal agent for the West Central Illinois Special Education Cooperative (WCISEC) and the Western Area Career Systems (WACS) (EFE). They share facilities, personnel, meeting rooms, equipment, and numerous administrative functions. They combine monthly meetings (WCISEC, WACS, ROE #22 and ROE #26) on the same day to make it more convenient for school district superintendents.

Regional service entities are uniquely positioned to lead in transforming education. As has been demonstrated in many states, regional entities can be shared service centers to improve efficiency and drive academic attainment.

Alignment with Other Past Recommendations:

Streamlining Illinois' Educational Delivery Systems Task Force (2010) from SB1882.

Regional Office of Education Streamlining Commission Recommendations, April 2012

Anticipated outcomes/effects of this recommendation:

Improve fiscal, operational and academic performance.

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Responsible parties (e.g., ISBE, ROEs, legislature, districts):

ISBE, ROEs, Special Education Cooperative Associations, EFE Associations, school districts, community colleges, General Assembly

Legislative action needed, if any; administrative rule changes, if any:

Codify along with recommendations from the "Streamlining Illinois' Educational Delivery Systems Task Force" from SB1882 and recommendations from the Regional Office of Education Streamlining Commission.

Would require changes to 105 ILCS 5/10-22.31.

Estimated cost/cost savings if implemented, with potential fund sources if costs are implied:

Difficult to estimate, however, obvious cost savings would occur with shared facility costs, shared logistics, shared personnel, and shared delivery. *A stable funding source is required.*

Operational Shared Services

OSS1. Financial Profile Triggers for Shared Services

Recommendation:

Increase operational shared service participation in districts when the Financial Profile ranking reaches the “Warning” or “Watch” categories, or when the district is required to file a three-year deficit reduction plan with ISBE. A “Warning” designation would trigger an ROE/ESC review of current and potential shared service participation, with presentation of findings and recommendations to the local school board and publication on the district website. A “Watch” designation would trigger a mandatory district efficiency study with specific recommendations to the local school board and a required public school board response.

Statutory and/or Commission goal(s) addressed by this recommendation:

Focus on how to reduce money spent on duplication of efforts
CFC Goal 2: Improve efficient use of educational resources

Rationale (supporting documentation):

The reporting for SB2134, which will begin with the FY2012 AFR, serves as a starting point for the development of more shared service participation. This recommendation takes that to another level, where there is a correlation between proactive participation and the district financial profile.

Alignment with other related recommendations or mandates:

This recommendation aligns with the findings of the Streamlining Task Force and with SB2134 shared service reporting.

Anticipated outcomes/effects of this recommendation:

If implemented, this would ensure that all districts in financial difficulty are looking at best practices for shared services and operational efficiencies. For districts that do not have a Certified School Business Official on their administrative staff, this recommendation will infuse that expertise into the management of the district prior to other more restrictive measures, such as the implementation of a Financial Oversight Panel. Also, when operational efficiencies are pursued, more resources can be targeted toward educational programs and efficiencies.

Responsible parties:

Districts would be responsible to report current shared services per SB2134. Further, they would be responsible to consider and post publically any conclusions resulting from either the review by the Regional Superintendent of Schools or the Certified School Business Official and the efficiency study.

Legislative action needed, if any; administrative rule changes, if any:

Legislative action and administrative rule changes would be required to amend the school code to add the requirements of the recommendation both in relationship to SB2134 and the financial profile/deficit reduction plan requirements.

Estimated cost/cost savings if implemented, with potential fund sources if costs are implied:

Savings related to shared services will vary depending on the scope of the service and the type of shared service employed and are not quantifiable on a statewide basis. However, most districts could expect a decrease in the cost for each particular service that is shared. Actual savings would be calculated individually and over time. In addition, many shared service opportunities bring expertise to each district that may not otherwise be available.

OSS2. Resource Management Service

Recommendation:

Direct ISBE to provide resource management software to allow similar districts to compare operational expenditures and identify cost savings in five major spending areas: instruction, transportation, food services, administration, and facility maintenance. The software platform would allow districts to develop “what if” scenarios, incorporate proven practices, and communicate costs savings to the public.

Statutory and/or Commission goal(s) addressed by this recommendation:

- Focus on how to reduce money spent on duplication of efforts;
CFC Goal 2: Improve efficient use of educational resources

Rationale: research, data analysis, other evidence supporting this recommendation:

This model was originally developed by Standard and Poor’s and presented to the legislature as a key recommendation in SB2288. The bill passed the Senate but was not called in the House. A review by CTBA and Illinois ASBO projects that the potential savings in efficiencies state-wide could be significant. Most of the data necessary for the model are already collected but not aggregated or available for comparison analysis. Further, training components and transparency with collective bargaining units and the community ensure continuous and successful implementation at the local level.

Alignment with other related recommendations or mandates:

In conjunction with the annual reporting of current shared services, this service would maximize consideration of and knowledge of additional best practices across all functions and funds of the district. This was proposed by Burnham 1.0 and 2.0 as a key recommendation and vetted and refined by education stakeholders through collaborative dialogue.

Anticipated outcomes/effects of this recommendation:

District management teams and boards of education would be engaged in annual review of their costs in five key areas compared to other districts of similar type. In addition, the service would allow for multiple comparisons of all cost areas with any other districts in Illinois. This would undoubtedly have the effect of reducing costs and provide critical information for the implementation of new measures in conjunction with transparent dialogue with employee bargaining units and boards of education. Educational or academic efficiencies would be studied in addition to operational efficiencies.

Responsible parties:

Districts would be required to review findings as a management team and engage with their board of education. In addition, in districts where there is no CSBO, an individual would need to be trained to use the resource management tool. ISBE would be required to develop an RFP for a third party software development. The legislature would be responsible to appropriate resources for the development and ongoing training associated with the resource management model.

Legislative action needed, if any; administrative rule changes, if any:

Language for the model would need to be passed. The language was developed and passed by the Senate previously in SB2288.

Estimated cost/cost savings if implemented, with potential fund sources if costs are implied:

A pilot of a similar service in Ohio showed that districts on average saved at least 5% in operational costs when using the service; if a similar 5% savings were realized across all Illinois school districts, resulting savings would total \$1 billion. Estimated cost to establish and maintain the system is \$2.00 per student per year. Annual reporting of initiatives developed based on the model would provide concrete savings data on an annual basis.

OSS3. Revolving Fund to Support Shared Service Initiatives

Recommendation:

Create a state-operated revolving fund to support shared service start-ups and district efficiency studies. Districts would apply for low-interest short-term loans and repay those loans from savings associated with new shared services and/or operational efficiencies gained through efficiency studies. The fund would foster increased shared service opportunities and associated savings, and would grow through interest collected, allowing more districts to apply and benefit.

Statutory and/or Commission goal(s) addressed by this recommendation:

Focus on how to reduce money spent on duplication of efforts

CFC Goal 2: Improve efficient use of educational resources

Rationale (supporting documentation):

The identification and initiation of shared service opportunities will result in operational efficiencies. One hindrance to the development of such opportunities can be the underlying or initial cost. This recommendation will assist districts, through a grant process, and find the resources that otherwise available. This should increase the adoption of operational efficiencies where otherwise not possible.

An excellent example of a statewide effort in the development of district efficiency studies can be found in Kansas where the Center for Innovative School Leadership (CISL) was established. Further information is available at the CISL Website: <http://www.emporia.edu/cisl/>

Alignment with other related recommendations or mandates:

Similar to other state-operated revolving funds proposed for purposes such as transportation infrastructure.

Anticipated outcomes/effects of this recommendation:

If districts are able to access resources to initiate certain shared service opportunities, it is much more likely to happen. Districts should be able to demonstrate savings garnered through participation in a shared service environment. These savings will accrue to the district's bottom line and a portion can be allocated to repay the revolving fund, allowing perpetual growth of shared services initiatives over time.

Responsible parties (e.g., ISBE, ROEs, legislature, districts):

ISBE, Legislature, Districts

Legislative action needed, if any; administrative rule changes, if any:

Rule changes and statutory revisions would be required to establish the fund and protect it from sweeps for state budget balancing.

Estimated cost/cost savings if implemented, with potential fund sources if costs are implied:

Cost savings can be analyzed as districts apply for the use of funds and ultimately restore those funds directly from the savings associated with a new efficiency.

For FY 2011 \$252,000 remained unused in ISBE's line for consolidation, which could be a source for startup funding. In addition, private funds and grants may be available if the fund was revolving and secure from sweeps.

OSS4. Revision of PA 95-241

Recommendation:

Eliminate barriers to shared services and outsourcing by exempting shared service agreements from its provisions. The statute currently places restrictions on non-instructional outsourcing.

Statutory and/or Commission goal(s) addressed by this recommendation:

Reduce the money spent on duplication of efforts.

CFC Goal 2: Improve efficient use of educational resources

Rationale: research, data analysis, other evidence supporting this recommendation:

Deloitte: *Driving More Money into the Classroom (The Promise of Shared Services)*

Alignment with other related recommendations or mandates:

Public Act 97-357.

Anticipated outcomes/effects of this recommendation:

Increase in shared service participation with resultant cost savings.

Responsible parties (e.g., ISBE, ROEs, legislature, districts):

Legislature

Legislative action needed, if any; administrative rule changes, if any:

Amendment or repeal by the General Assembly.

Estimated cost/cost savings if implemented, with potential fund sources if costs are implied:

Savings with vary depending on the shared services involved.

OSS5. Resource Repository

Recommendation:

Establish within the Governor's Office a repository for existing shared service and outsourcing agreements, along with examples of proven efficiency practices that could be replicated. Shared service models among districts and other entities (such as municipalities) would be available. The repository would save districts planning and legal costs and would make available effective models that districts statewide could adapt to their own situations.

Statutory and/or Commission goal(s) addressed by this recommendation:

Focus on how to reduce money spent on duplication of efforts

Improve the education of students by having fewer obstacles between qualified teachers and their students

CFC Goal 2: Improve efficient use of educational resources

Rationale: research, data analysis, other evidence supporting this recommendation:

School districts and other governmental agencies participate in numerous shared service agreements. Further, many outsourcing opportunities have been initiated. Current relationships can immediately serve as a resource for other entities. Not only do existing agreements serve to generate new ideas for efficiency between local entities, they also provide a framework upon which new agreements can be generated. This in itself is an efficiency. The housing of this information by the State of Illinois website is appropriate as shared service relationships between nonschool entities can also serve as examples.

For an example, see New Jersey website where shared service agreements are available:

http://www.njslom.org/interlocal_sharedagreements.html

Alignment with other related recommendations or mandates:

New recommendation

Outcomes:

School districts and other entities could expand use of shared service and outsourcing agreements based on the ideas contained within existing agreements and described effective practices. Operational efficiency can be achieved when districts reduce duplicative services. This type of repository would dramatically increase the universe of ideas upon which school districts and other entities could act.

In the education environment, many shared service or outsourcing relationships are directly related to educational services. It follows the sharing of these relationships could enhance the effectiveness of academic environment.

Responsible parties (e.g., ISBE, ROEs, legislature, districts):

The governor's IT staff will be responsible for the development of the web portal. Individual entities would be responsible to submit appropriately redacted agreements and descriptions of proven practices.

Legislative action needed, if any; administrative rule changes, if any:

Legislative action is not necessarily required, as it would be well within the governor's power to establish such a repository.

Estimated cost/cost savings if implemented, with potential fund sources if costs are implied:

Cost savings could be gathered and aggregated over time through surveys to those entities that participate by uploading their agreements and proven practices.

OSS6. Statewide Health Insurance Pool

Recommendation:

Develop a statewide health insurance program for education employees. Currently, districts largely negotiate health insurance coverage on their own, district-by-district. Alternatively, some districts have formed health insurance pools with selected providers, but many of these exclude small districts. With a statewide health insurance program, bargaining power would be enhanced and operations would be streamlined. Operational efficiencies and cost savings could result.

Statutory and/or Commission Goal Addressed:

CFC Goal 2: Improve efficient use of educational resources

Rationale (supporting documentation):

(From the California Teachers Association website):

Districts and employees will benefit from increased economic leverage in purchasing and negotiating health care benefits that will result in immediate and near-term cost savings and longer term advantages such as fewer administrative burdens, fewer resources needed for labor and management health benefits bargaining, and improvements in patient care, preventative medicine and wellness initiatives services.

- The pool must be sufficiently large to provide significant economic leverage to drive down costs.
- The pool must provide a range of affordable plans that equal or exceed current offerings.
- Provider networks must be value-based designs that promote quality outcomes and appropriateness of care.
- Local control must be maintained over which active and retiree benefits are offered and the level of employer and employee contributions, with these issues continuing to remain subject to the collective bargaining process at the local level.
- Plans must incorporate active health promotion programs and incentives to increase health status.
- Governance of the pool must include representation of all funding stakeholders and assure ongoing responsiveness to local education community needs.
- Administration of the pool must be provided by an organization with extensive experience in this area.
- Transition to a statewide pool must be orderly and based on specific criteria.
- The statewide pool and transitional voluntary pools must be held to objective performance criteria.

Alignment with Other Past Recommendations:

New Recommendation

Outcomes:

Could result in operational efficiencies and cost savings.

Responsible Parties:

General Assembly, CMS

Legislation, Rules, Policy Changes Required:

Need authorizing legislation

Estimated Cost or Savings for Implementation and Funding Source:

Not yet estimated

In-District Efficiency

IDE1. Budget Efficiency

Recommendation:

The state should adopt a long-term goal of switching from the current annual budget cycle to a two-year rolling budget cycle, where lawmakers would continually approve future appropriations so that at all times the state is operating on two years' worth of appropriations. This would provide state-funded entities (including school districts) with the ability to project revenues and make efficient budget decisions, and to avoid costly practices such as unnecessary layoffs. This recommendation complements the activities of the state's Budgeting for Results initiative and its related requirement to project state revenues for three years.

Until such time as the state adopts a two-year budget, the state should make changes that better align the state's budget calendar with the school calendar. This includes creating mechanisms to encourage earlier passage of a budget by the General Assembly and requiring the Governor to present a budget earlier. A sliding deadline should be created that links when districts must submit a final budget to ISBE to the date a budget for ISBE is adopted. When fiscal pressures result in late payments to school districts, relief from the pressure of nonessential state mandates should be allowed.

Statutory and/or Commission Goal(s) Addressed:

Reducing the money spent on duplications of efforts

Improving the education of students by having less obstacles between qualified teachers and their students
CFC Goal 2: Improve efficient use of educational resources

Rationale (supporting documentation):

19 other states operate under a biennial budget cycle including Texas (25.6 million residents) and Michigan and including 14 states with annual legislative sessions. Illinois has the capacity to accurately forecast revenues. According to a Pew research study, between 1987 and 2009, Illinois budget forecasters had a median percentage error of only 0.7 percent from 1987 to 2009, making Illinois the 9th most accurate budget forecasting state. Currently 27 states require their Governors to present a budget proposal to the legislature earlier than February compared to just 14 states that allow Governors until February. Of the 22 states operating on the same fiscal year as Illinois and operating on an annual budget with an annual legislative cycle, seven of those states must have their budgets completed by March and eight have to have them completed by May. Earlier passage of a budget will give school districts the funding certainty needed to avoid unnecessary RIFs and cuts to programs.

Alignment with Other Past Recommendations:

Amendments 1 & 2 to HB 4850. Amendment 1 allows districts to waive the requirements of mandates if they receive a delayed payment from the state for one payment cycle, with a list of mandates that are exempted. Amendment 2 has the same mandate exemption but instead spells out the list of mandates that apply instead of those that are exempt.

Anticipated outcomes/effects of this recommendation:

Greater budget certainty, will decrease the need for unnecessary cuts and RIFs that were the product of uncertain funding situations, not true decreases in available appropriations. The other changes will give districts more flexibility to adapt to changes in state funding and make the necessary spending reductions without being hampered by burdensome requirements from the state. Will help decrease the time spent planning district budgets.

Responsible parties (e.g., ISBE, ROEs, legislature, districts):
Illinois General Assembly, Illinois State Board of Elections

Legislative action needed, if any; administrative rule changes, if any:

Changing to a biennial rolling budget will require a change to section 2(a) of Article VIII of the Illinois Constitution, which sets out requirements for when the Governor must give his budget address and says – “The Governor shall prepare and submit to the General Assembly, at a time prescribed by law, a State budget for the ensuing fiscal year.”

Legislative changes would have to be made to the State Budget Law of the Illinois Administrative Code (15 ILCS 20/50-5).

Changing the date of when appropriation bills can be passed by a majority vote or a 2/3 vote will require a change to Section 10 of Article IV of the Illinois Constitution.

Legislative changes would have to be made to the law that requires Illinois school districts to submit final budgets by end of the first quarter of the fiscal year (105 ILCS 5/1A-8)

Estimated cost/cost savings if implemented, with potential fund sources if costs are implied:

Cost savings are difficult to estimate, but greater long-term predictability in funding will keep districts from making unnecessary and costly changes in staffing from year-to-year and unnecessary suspension/scrapping/downsizing of programs that rely upon state grants.

IDE2. Mandate Flexibility

Recommendation:

Expand the provisions of section 22-60 of the school code to mandates approved prior to passage of HB4711, which established the provision. Section 22-60 allows districts to discontinue or modify a mandate in the School Code or promulgated by ISBE, unless a separate appropriation has been enacted into law. Currently the section only pertains to those mandates established after the effective date of the amendatory act.

This process can start by including those mandates classified as imposing an additional cost under the annual Educational Mandates Report issued by ISBE since 1992. ISBE should also develop a comprehensive list of all unfunded mandates imposed on schools by the state and which of those mandates fall under the exemption detailed in section 22-60. Exemptions can be established for mandates considered essential to properly educating Illinois students.

Statutory and/or Commission goal(s) addressed by this recommendation:

Improving the education of students by having fewer obstacles between qualified teachers and students

CFC Goal 1: Improve educational opportunities

CFC Goal 2: Improve efficient use of educational resources

Rationale (supporting documentation):

From 2007-2010 the state implemented 118 new educational mandates; over 30 percent of those mandates were classified as adding an additional cost to school districts with no offsetting state funds.

HB 4711, which amended section 22-60 of the Illinois School Code to provide for districts the ability to waive or modify the requirements of new unfunded mandates, was originally mean to include past unfunded mandates as well as new ones.

General Revenue funding for ISBE (including General State Aid, mandated categoricals, and various other grants) has decreased nearly 10 percent since FY2008, lowering the percentage of overall state support for education to 34 percent, 48th lowest in the United States. Despite these reductions in funding, school districts have not been provided any additional relief from state mandates in order to adjust.

Alignment with other related recommendations :

The original intent of HB 4711 which established the current structure of section 22-60 of the Illinois School Code.

Outcomes

Districts will have the opportunity to move funds around more freely and tailor educational opportunities to a district's student body. School districts will gain greater control and flexibility over their operations, something that is necessary in this time of fiscal uncertainty.

Responsible parties (e.g., ISBE, ROEs, legislature, districts):

Illinois General Assembly

Legislative action needed, if any; administrative rule changes, if any:

Legislative action needed to expand the scope of section 22-60 of the school code and to strengthen the State Mandates Act (30 ILCS 805/9.1)

Estimated cost/cost savings if implemented, with potential fund sources if costs are implied:

Unknown at this time, as the cost of mandates vary by school districts and comprehensive research on the cost of education mandates does not exist.

IDE3. Professional Development

Recommendation:

Develop an online tool to allow teachers to complete various required trainings (e.g. blood borne pathogens, suicide/AIDs, child abuse and neglect), rather than requiring individual districts to provide this training. ISBE would be responsible for developing the content included in this training tool and would determine which trainings should still be completed in workshop settings. This tool would be similar to the way state employees are currently allowed to complete Ethics Training and how many professions allow individuals to complete continuing education online. Schools should also be permitted to use banked calendar time for professional development in full-day increments, allowing schools to avoid having to incur the costs of transporting students to school for a half day.

Statutory and/or Commission goal(s) addressed by this recommendation:

Reducing the money spent on duplication of efforts

Improving the education of students by having less obstacles between qualified teachers and their students

CFC Goal 1: Improve educational opportunities

CFC Goal 2: Increase operational efficiency

Rationale (supporting documentation):

The list of required trainings includes:

Illinois-Specific Bullying -- IL Civil Service Training Admin -- IL Civil Service Training Frontline - IL Cyber Bullying -- IL Identity Theft -- IL (new) IL Freedom of Information Act Suicide Prevention -- IL	Human Resources ADAAA (new) Confidentiality Discrimination Diversity for Employees (new) Diversity for Supervisors FERPA FLSA (new) FMLA General Harassment HIPAA Interviewing Skills Sexual Harassment*	Environmental Back Safety (new) Fire Extinguisher Forklift Safety Hazard Communications* Ladder Safety (new) Lead Paint Awareness (new) Mold Indoor Air Quality (new) Office Ergonomics (new) Playground Safety Safe Lifting for Special Education (new) School Bus Driver Safety Slip & Fall Prevention (new)
Health ADHD AED (new) AIDS/HIV Awareness (new) Alcohol and Drug Awareness for Employees (new) Alcohol and Drug Awareness for Supervisors Allergy Management/Food Allergies Anaphylaxis and Anaphylactic Shock (new)	Asbestos Awareness (new) Asthma Autism Bloodborne Pathogens* Chronic Health Conditions (new) Concussions in Schools: Prevention, Control and Treatment (new) Diabetes Awareness Diabetes Awareness Level II (new)	First Aid in Schools (new) Food Safety (new) Hand Washing (new) Head Lice (new) Hearing Protection (new) Psycho-Tropic and Psycho-Stimulant Medications (new) Steroid Use Awareness (new) Suicide Prevention (new) Swine Flu (H1N1) General Overview (new)

Informational 403(b) A Guide for Substitute Teachers Affirmative Action (new) Civil Rights (new) Classroom Management -- Elementary (new) Classroom Management -- High School (new) Classroom Management -- Middle (new)	Computer Use Policies Copyright Law (6 Tutorials) Corporal Punishment (new) Ethics & Boundaries for School Employees (new) Fraud Prevention (new) Gang Awareness (new) Homeless Students (new) Identity Theft (new) Internet Safety (new)	Needs of Expecting and Parenting Youth (new) Section 504 Part I (new) Section 504 Part II (new) State and Federal Laws K12 Telephone Etiquette Videoconferencing Success Strategies (6 Tutorials)
Safety Behavioral Interventions for Students with Disabilities (new) Bullying Child Abuse Confined Space Cyber Bullying (new) Cyber Bullying Webinar (new)	Domestic and Sexual Violence (new) Handtool Safety Lock Out - Tag Out Peer Counseling, Anti-Violence, and Conflict Resolution (new) Personal Protection Equipment	Proactive Safety (new) School Safety/Crisis Management (new) Seclusion and Restraints (new) Student-to-Student Hazing and Harassment (new) Workplace Violence

Allowing teachers to complete trainings online would provide consistency ensure that the required trainings are properly administered. Schools pay third-party organizations to ensure compliance with current trainings. A similar tool is available for state employees to complete the ethics trainings required under the State Officials and Employees Ethics Act

Alignment with other related recommendations:

New recommendation

Anticipated outcomes/effects of this recommendation:

Online trainings will free up institute days to be used more for professional development, which will help improve teachers quality and provide greater educational opportunity. School districts often hire third-party compliance companies to complete required trainings – allowing most to all of these trainings to be completed online will save districts money. Allowing districts to use banked calendar days in full-day increments schools will save the costs associated with having students in the building for half-days (e.g. running bus routes, preparing food).

Responsible parties (e.g., ISBE, ROEs, legislature, districts):

Illinois State Board of Education, Illinois General Assembly

Legislative action needed, if any; administrative rule changes, if any:

Allowing banked calendar time for full days will require a change to the Illinois School Code

Estimated cost/cost savings if implemented, with potential fund sources if costs are implied:

The Ethics Training and Compliance budget line item cost the Office of the Executive Inspector General (OEIG) \$623,800 in FY 2011. Approximately 157,000 individuals received ethics training through the OEIG, (\$3.97 per person). Applying this calculation to the 123,849 public school teachers in Illinois provides a rough cost estimate of around \$490,000 (could be higher due to the many content areas.)

IDE4. Resources and Tools

Recommendation

An online tool for criminal history records checks should be developed that would allow verification of a successfully completed criminal history record to more easily be shared across district lines, saving time and money in cases where an applicant has submitted applications to multiple school districts. This online tool would be available at all times to school districts and could help ensure the most recent information is available to districts and Regional Offices of Education. This tool should be set up to ensure that all steps are taken to protect an individual's information.

The state should also work with the Regional Offices of Education to create more interactive tools for school districts to use when looking for available substitute teachers on any given day. ROEs could use their lists of registered substitute teachers to develop a more streamlined process that ensures no child in their region goes without a qualified instructor on any day during the school year.

Statutory and/or Commission goal(s) addressed by this recommendation:

Reducing the money spent on duplication of efforts
CFC Goal 2: Improve efficient use of educational resources

Rationale (supporting documents)

Repetitive criminal background checks deplete ISBEs available operating funds and delay an applicant's employment, which may cause licensure, employment, or provision of services to be delayed.

Currently portability of criminal history record check information is only applicable to substitutes, concurrent part-time teachers and concurrent educational support personnel.

Nearly half of the 223,805 fingerprint-based criminal history record checks initiated by state agencies in 2009 were for educational personnel and nearly half of all applicants who completed a criminal history record check apply for multiple positions resulting in multiple checks.

There are no requirements for the state or ROEs to turn lists of registered substitute teachers into more interactive lists.

Alignment with other related recommendations:

Criminal History Record Checks Task Force report

Anticipated outcomes/effects of this recommendation:

Will streamline the criminal history record check process and eliminate redundant and unnecessary checks as employees move from district to district or apply to multiple districts.

IDE5. Strategic Planning

Recommendation:

School districts throughout Illinois have developed efficiencies through the process of comprehensive strategic planning, so it is recommended that all school districts should explore developing a comprehensive strategic plan, which involves a community-wide process of development and implementation. To help facilitate this process, an online repository of best practices should be developed that will allow districts to share information on innovative efficiency practices and keep track of annual savings realized through implementation of these practices.

The state should help facilitate this process by offering resources such as various strategic planning models as well developing an online repository of within-district efficiency best practices that can be housed on the Illinois State Board of Education's (ISBE) website and promoted on the Lieutenant Governor's website and the websites of other education stakeholders. This website should also allow for school districts to submit their own best practice initiatives as well as information on the amount of annual savings realized from implementing best practices. A running total of annual savings should be tracked on the website.

Statutory and/or Commission goal(s) addressed by this recommendation:

Reducing the money spent on duplication of efforts

Improving the education of students by having fewer obstacles between qualified teachers and their students

CFC Goal 1: Improve educational opportunities

CFC Goal 2: Improve efficient use of educational resources

Rationale (supporting documentation):

Clinton CUSD 15 Strategic Planning Process: In 2006 as part of the Illinois Association of School Boards Targeting Achievement through Governance program engaged in development of a strategic plan that eventually brought every segment of the community together. This included administrators, teachers, board members, parents and other community members. The process gave Clinton's superintendent direction and a road map with broad support. The community has remained heavily engaged in the process and the strategic plan is continually updated and altered to keep it up to date. The updated plan is mailed to everyone in the district and updates to the plan are made available at the Chamber of Commerce and local real estate agencies .

Olympia CUSD #16 Strategic Planning Process: Olympia CUSD 16 started their strategic planning process through an external audit conducted by the Consortium for Education Change (CEC). Armed with the information from district stakeholders via the CEC external audit, Olympia began to research a strategic plan framework to meet the needs of the district. Olympia combined three models: the Professional Learning Community (PLC) Model, the Kaufman Model, and the Cambridge Model. The PLC model stresses shared decision making, collaborative efforts, and strategic goal setting via SMART goals (Strategic, Measurable, Attainable, Results Oriented, Timebound). The Kaufman model stresses goal setting at three levels: strategic, operational, and tactical. The Cambridge Model, the staple for educational strategic planning for decades, encourages districts to create a mission, vision, values, and goals through a "think big" process involving all stakeholders. As a result of the Strategic Plan, the District has a three to five year road map for alignment of resources. Each week, Olympia Superintendent Brad Hutchison provides the Board of Education with highlights on District progress in each goal area.

Alignment with other related recommendations:

New recommendation

Anticipated outcomes/effects of this recommendation:

Proper strategic planning will bring teachers, administrators, parents and community leaders together to develop a road map that will review a district's internal and external operations and result in action plans responsible for guiding districts toward more efficient and effective use of resources. This process will include development of action plans and periodic reports back to those involved in the planning process that detail the progress made to date. This will ensure accountability and will move districts from their current state to their desired state. Tracking total savings will allow policymakers and taxpayers alike to see what steps their local school districts are taking or have already taken to increase efficiency.

An online repository of best practices will provide school districts an opportunity to compare their operations to that of other school districts and ensure timely and effective sharing of innovative practices that can save districts money

Responsible parties (e.g., ISBE, ROEs, legislature, districts):

Regional Office of Education

School Districts

Parents

Community Leaders

Illinois State Board of Education

Teachers & Staff

Legislative action needed, if any; administrative rule changes, if any:

None

Estimated cost/cost savings if implemented, with potential fund sources if costs are implied:

Varies by district

Cost to ISBE to develop/maintain online repository not yet estimated

IDE6. Statewide Database Licenses

Recommendation

Purchase major school library database licenses on a statewide basis instead of district-by-district. Would result in both cost savings and increased educational opportunities.

Statutory and/or Commission Goal Addressed

CFC Goal 2: Improve efficient use of educational resources

Rationale (supporting documentation)

Several states participate in statewide database purchasing programs, which streamline the purchasing process and can lead to operational efficiencies.

Model on other state purchasing cooperatives.

Alignment with Other Past Recommendations

New recommendation

Outcomes

Increased educational opportunities as student would have universal access to learning resources, along with operational efficiencies and cost savings.

Responsible Parties

ISBE would likely be in charge of purchasing database licenses.

Legislation, Rules, Policy Changes Required

Estimated Cost or Savings for Implementation and Funding Source

Unknown at this time.